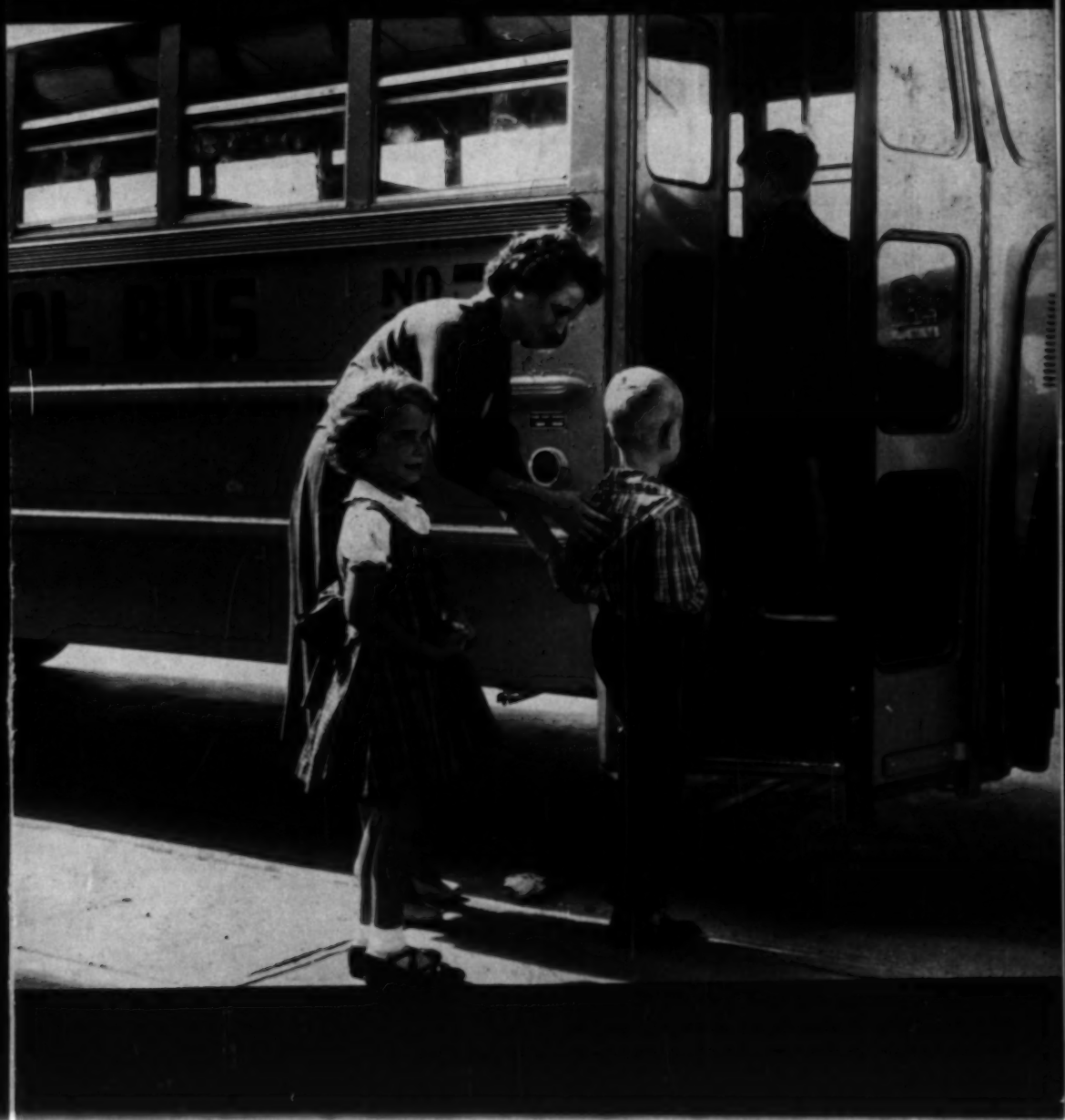
SAFETY

Two Sections · Section One



EDITOR'S NOTEBOOK . . .

Busy September, with its accompanying sounds—the bustle of footsteps through long-empty halls, the whir of pencils being sharpened, the chatter of voices recounting the summer's events—busy September is upon us once again, and it seems hardly two weeks since school doors were closing for the summer!

We're sure you sent your students off with their safety lessons well-learned, and this fall are seeing them return safe and sound to another year of school. We're just as sure you're planning new safety programs to reinforce their learnings of last year, programs which will capture their imagination, set them thinking about safety with new zest, a new will to learn.

This issue of SAFETY EDUCATION can help you with your safety planning whether you are an elementary, secondary or a college educator.

If your bailiwick is a rural high school, you will be particularly interested in the article on pages two through five. Rural areas throughout the country have a high accident rate to contend with, and rural high schools could do a lot more to make the entire community safety-wise, says Price Clark. He tells how a high school can start an effective school-community safety program that will benefit not only students but the entire community as well.

A model elementary program is outlined on page six, by Orville G. Button and Cecil Zaun. And a pre-elementary program that brought very good results with children who attended a summer school in safety and other learnings *before* starting first grade in Snyder, Texas, has been written up for your information by the superintendent there, Frank Wilson, on page 10.

The story you've been waiting for—details about the School and College sessions of the National Safety Congress which you won't want to miss—has been included on page 12.

Do you want to find out what other high schools are doing to teach safety to their entering freshmen? The Forum-in-Print on page 16 tells you how three schools go about orienting their freshmen to the safety rules of the school, how they have succeeded in making their students more safety-conscious.

And Lillian M. Donoghue, of Holyoke, Massachusetts, tells of the playground problems at her school, how the PTA started the ball rolling toward a new playground, with new equipment and thus a "new look" for the entire school.

So here's to a good start on your safety program for fall, 1956, and a year ahead that's as accident-free as you can make it!

BEVERLY THOMPSON

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Beverly Thompson, *Editor*
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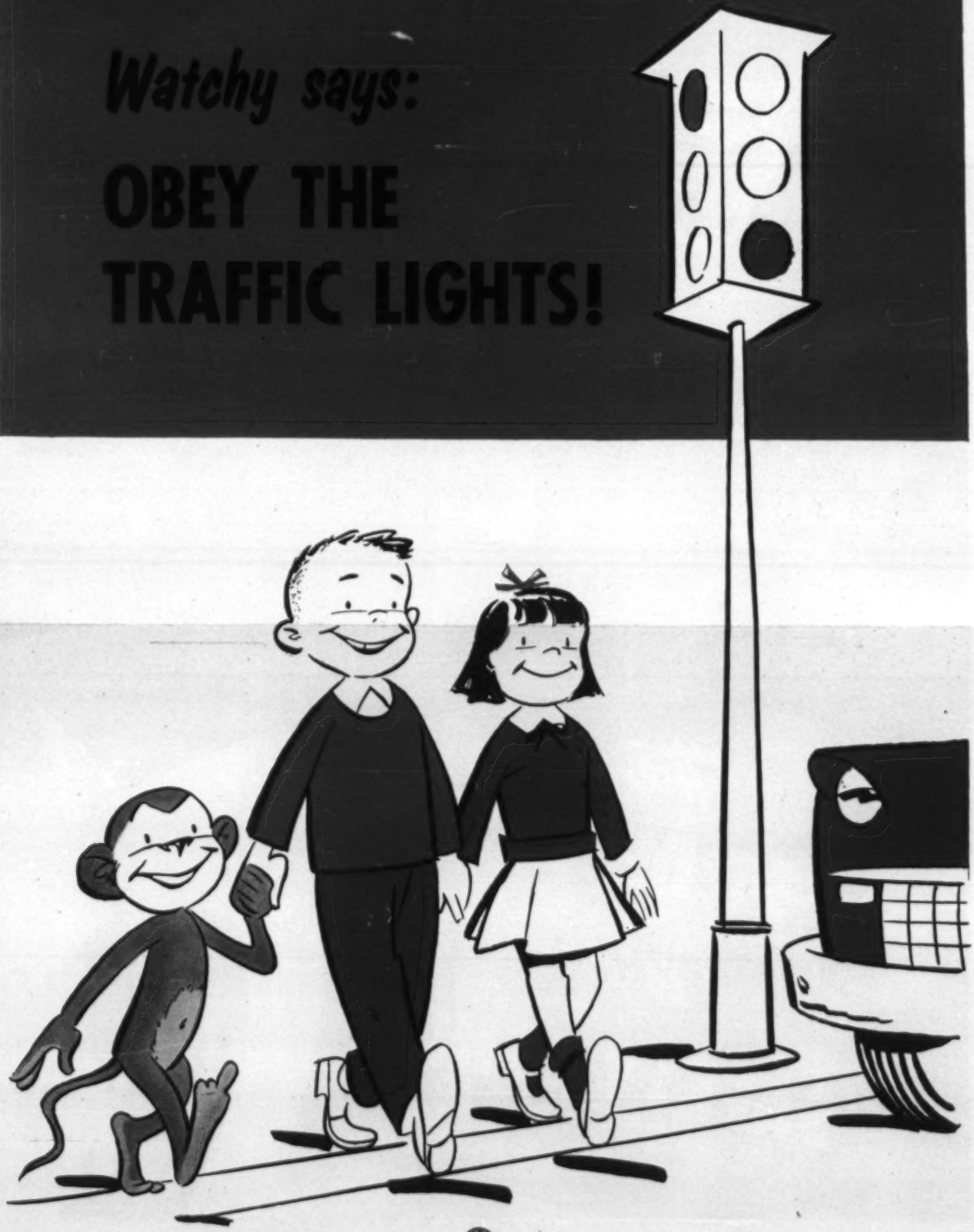
Watchy says:

OBEY THE TRAFFIC LIGHTS!



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A peaceful rural scene—Great Capacon, West Virginia—yet rural areas like this one have a staggering number of accidental deaths and injuries each year, says the author.

MORE fatal traffic accidents occur in rural areas than urban areas, reports ACCIDENT FACTS, the National Safety Council's annual compilation of U. S. accident statistics.

This shouldn't surprise anyone, since it has been proven that a good safety record for any area depends on well-planned, purposeful programs and activities with safety education value —and rural schools and communities have always lagged behind urban areas in promoting safety programs, programs which have not yet acquired the stamp of "tradition" other school courses have. Yet rural safety education in this area of alarming accident occurrences should be a vital challenge to not only the school but the entire community.

Let's define or contrast a rural high school with an urban high school. Rural high schools are those schools not representing urban populations as listed by national town and city census records. High school enrollment, as noted in these records, should be an appropriate criterion with which to determine small rural high schools.

Rural High Schools *Can* Play a Part in Community Safety

Safety programs are urgently needed in rural areas, where accident rates are staggering. Here's concrete help to rural educators on setting up a safety program that will bring participation—and lives saved—from the entire community.

By Price E. Clark
Educational Consultant
Accident Prevention Department
Association of Casualty & Surety Cos.
Washington, D. C.
Former County Superintendent of Schools, West Virginia

Here *is* a surprising fact! Some 68 per cent, or 16,000, of the nation's secondary schools have an enrollment of less than 300 pupils. These small enrollments clearly identify these schools with small communities—in most instances, rural, sparsely-populated agricultural areas. *These small high school communities and their surrounding areas are the source of more accidents per population than the larger communities or urban areas. They are where safety education is needed.*

I'd like to make some practical suggestions for organizing school and community safety programs and activities in this specific area of safety need—pinpointing the responsibilities to be met by school and community officials, civic and lay groups. Rural high schools *can* contribute to programs designed to reduce accidental life loss, injury and property damage by alerting school personnel and community workers to their responsibilities for preventing accidents.

Some of the basic principles of safety education are pertinent here. They are:

- All normal individuals can be educated, or at least trained, to do what is right and therefore what is safe.
- To become effective, safety education must be continuous, persistent and specifically planned.
- All the accepted principles of general education are essential to safety education.
- The content of the safety program (facts, information and research) should be based upon the local community. Statistical data is much more meaningful to persons when it touches home, and drives toward greater safety may be more easily guided.
- The primary objective of safety education is to develop proper attitudes of individuals for greater safety. Such change is evident by a constant awareness of potential accidents, habitual courtesy and thoughtfulness, patience in human relations.

This principle of attitude is most applicable to rural-farm teenage groups who, from a very early age, become experienced handlers of tools, machinery, tractors and motor cars. The need for driver education for rural youth at the beginning of their driving experience, according to the *Annual National High School Survey and Report on Driver Education,* is a program still lacking and much needed in many small high schools throughout the nation.

Because the objectives of the school safety program have purpose and function to both the students and the community served, because they encompass the major school and community safety areas, determine safety problems and needs, explore available sources of help and facilities, plan active, meaningful and effective programs and activities that will develop understanding of law, authority and responsibility, it is recommended that the program planning be a cooperative school and community enterprise with representation from all groups concerned and especially those expected to participate. Experience has proven that when school programs are cooperatively planned for public welfare with community representation (see the Safety Planning Committee outline on this page), public cooperation for school support can be expected.

The success of such a program will depend largely on the personnel of the committee and particularly the chairman or leader chosen. The program should represent youth of all school grade levels, and adults of all community-groups interested.

It should be the function of the Safety Planning Committee to determine the total school-community safety needs in terms of potential danger, accident records, what is being done, what school safety instruction is needed and can be provided according to facilities available. The committee must also determine how this program can become a two-way avenue of assistance between the school and community for a more safe school and community environment. Of course, program planning will be determined by various special conditions. Consideration must be given to safety areas, problems, needs and responsibilities as suggested in the plan on page four.

The recent National Survey on Safety Needs sponsored by the School and College Division of the National Safety Council indicated a need for in-service or special safety training for many teachers who have never had such training. There are reasons to believe that this need might be more common to small rural high school faculties. This need may be overcome by special safety courses or work-shops and through guidance and assistance by the

(Please turn the page)

Suggested Planning Committee For Small High School Safety Program

Chairman
(High School Principal)

School Representation (If available)		Community Representation (If available)	
Student Council	Driver Education Dept.	Traffic Court	Public Health
FFA and FHM Club	Athletic Teams	P.T.A.	Medical Profession
Shop Teacher	Grade Teachers	4-H Clubs	Civilian Defense
School Bus Drivers	School Maintenance	Boy Scouts	Insurance—local
Student Patrols	School Architect	Girl Scouts	Motor Club
School Custodian	Assistant Principal	Civic Clubs	Farm Bureau
Physical Education Dept.	School Superintendent	Churches	Rural Electric
School Nurse	Board of Education	State and Local Police	Local Press
First Aid Dept.	Civics Classes	Red Cross	Office of Mayor and local Court
Social Science Dept.		Public Recreation	

Suggested Outline for School and Community Safety Planning

Safety Areas	Problems	Needs	Source of Responsibility
I. *Safety Laws, Regulations and Administrative Policies*	Keeping the schools and community informed on national, state and local laws; policies and regulations by school board and local town ordinance. Interpretation of safety laws.	Publication, model codes, acts, town laws. Statements of policies and rulings by school boards, town councils, rural zoning agencies and other authoritative groups.	School Boards, Superintendent, Architect, School principals, Custodian, Municipal government and appropriate municipal depts.
II. *School Buildings, Grounds, and Equipment.*	Safe school planning for building and grounds, safety devices, safety placards and warnings. Handling, storage, and use of hazardous equipment.	Safety architectural service, legal council and facilities for well-guarded hazardous equipment.	School Board, Superintendent, Architect, Supervisor of Transportation or School Principal, Industrial Arts teachers and custodians.
III. *Getting to and from school, church, store and post office*	Hazardous roads, crossroads, bridges, walks and approaches. Standard school bus inspection, maintenance and repair; and qualified and trained drivers, complete accident records.	Route correction, detours, and maintenance. Inspection, maintenance, and repair of school buses. Careful selection, training records on school buses and drivers. Police support. Safe ways to school.	Highway engineers and Maintenance, School Board, Supt., Supv. of School Transportation, principal bus drivers, parents, and student patrols, school pupils and all local youth organizations.
IV. *Safety Organization Within School*	Determining hazards, potential dangers, and what is needed. How to organize the entire school into cooperative and constant safety activity.	Student safety council. Driver education, clubs, hazard signs, student patrols, fire drills and safety programs.	Principal school safety coordinator, custodian, student council, department heads, faculty and students.
V. *Community Relation and Participation*	How to create interest, participation and public support.	Safety meeting, literature, press, radio, television support and public contact.	School principal, safety committee chairman, local press, school paper, local police, civic clubs.
VI. *Instruction Programs, Records, Evaluation and Reports.*	Determine school and community instruction needed, recording and reporting accidents. Comparison of data and publishing reports.	Standard accident reporting system. Keeping of records. Publishing reports and follow-ups.	Principal's office, Committee Secretary, Dept. heads, Police, Community organizations, Health dept.

Rural High Schools *(Continued from page 3)*

school safety supervisor or by use of the many supplemental safety teaching aids now available from the National Safety Council, the National Commission on Safety Education and other agencies.

The actual implementation of safety organization within the school, the inclusion of special safety courses such as driver education, the integrating of safety content in other courses and activities, is a responsibility of the school administrator, shared by his assistant, the faculty, student's organizations and service help.

An effective and thoughtful school safety program, giving safety emphasis to highway traffic, fire prevention, recreation, farm and home safety, will eliminate "unsafe acts" and spread safety interest and participation to the entire community.

Many safe driving clubs, supervised recreational programs and farm and home safety survey "hazard hunts" are evidence of this fact.

Most all communities regardless of size, are within the scope and influence of some type of safety programs. Any public spirited individual or group conscientiously desiring to contribute safety service may find opportunities in such local organizations as represented in planning the school program mentioned. Also, state and national safety programs now established and extended to community "grass root" levels, such as: "Slow Down and Live," the "President's Highway Safety Conference" and "National Civilian Defense" provide wider opportunity for individual and group participation.

The vast waste of human and economic resources due to accidents in small communities throughout the nation represents a great national loss. It also indicates the regrettable failure of a self-governed society to perform properly one of its basic functions—protection of human lives.

Black Cats Fail to Frighten Campus Safety Men at M.I.T.

By Daniel Webster

Black cats, symbol of accidents and the need for taking preventive measures, dominated the scene of meetings of the Third National Campus Safety Conference, held at the Massachusetts Institute of Technology April 30, May 1-2.

Safety engineer Mark J. Dondero of M. I. T., who arranged the joint conference with the National Safety Council as co-sponsor, explained the adoption of the black cat as the Conference symbol, as follows: "The belief that a black cat crossing one's path symbolizes a person's unlucky day is an age-old superstition. Our job, in safety engineering, is to prove the fallacy of the black cat and other superstitions as the causes of accidents, and to substitute positive engineering measures in the prevention of accidents."

The conference was attended by more than 100 representatives from more than 50 colleges, universities and organizations interested in the prevention of campus accidents. High attendance figures demonstrated the constant growth of activity in the area of college and university safety. When the First National Campus Safety Conference was held at the University of Illinois in 1954, it was attended by only 33 persons.

Among the highlights of the M. I. T. Conference was the adoption of proposed operational procedures and the request that the newly organized Campus Safety Committee be granted official National Safety Council affiliation by the School and College Conference at its meeting next October.

"This committee will be the forerunner of other groups, eventually leading to the development of a higher education section within the School and College Conference," said John Hill, chairman. Mr. Hill, director of workmen's compensation insurance for the Texas A & M College System, continued, "Those of us in the college and university area are looking forward to a greater emphasis on higher education safety in the future. We believe this is a field of accident prevention that needs special effort."

It was emphasized at the Conference that American colleges are just beginning to adopt adequate safety programs to prevent the thousands of needless campus accidents that occur every year. Records show only five per cent of the nation's approximately 1,900 colleges have adequate safety programs at the present time. While much has been done to insure safety in elementary and secondary schools, until recently few people realized the need for safety education and accident prevention measures at the college level. *(Continued on page 23)*

Plan now for next fall . . .

Here's What They Need *and* What You Can Do

to increase the scope and effectiveness of your elementary school safety program next fall.

SAFETY, an essential part of the school curriculum, should start in kindergarten. If properly presented it can stimulate the pupil to become safety conscious in increasing degrees over the years. Moreover, it is a definite responsibility of the teacher to plan the safety program to meet all of the needs of the particular group of children he or she is working with, at a level meaningful to them.

Thus it is essential that provision be made not only for the physical needs, but also for the emotional, social and intellectual needs of the child. In a handbook for teachers called *Education for Safety,* the Workshop on Education for Safety of the California State Curriculum Commission sets forth a chart of such needs.

In the *physical area,* the child's needs involve:

- a knowledge of how to get to school and home again
- accuracy in seeing and hearing so that he can learn behavior in areas where his own personal safety as well as that of others is involved
- training in playing safely and in helping at school and at home
- training in how to travel as a pedestrian or passenger.

To achieve these ends the school should provide methods of procedure for getting to school and home again, games which facilitate development of accuracy in seeing and hearing, and a physical examination, plus classroom discussion concerning rules for safety.

For the child's *emotional needs* . . . a sense of security, a feeling of power, courage to explore, right attitudes about school, and freedom of movement without fear . . . the teacher should provide friendly understanding, a challenging atmosphere, and knowledge of and practice in the skills of safety.

The *social needs* of the child include the ability to assert, defend and protect himself, and the ability to work and play with others. In play, he needs to develop a sense of responsibility for group good. Teachers can help children in this area by establishing an understanding of the necessity for group activity . . . by making plain the need for one individual to bear responsibility for the safety of all.

In the *intellectual area,* the child seems to need some concrete way of putting into effect the knowledge he has gained about safe behavior. He needs to discover the connection between ideas of safe procedure told him and his own personal well-being. Such approaches as dramatization or picturization of safety rules evolved by the group are helpful. Discussions which focus attention on some local happening or disaster will point up the need for safety precautions and for being prepared to meet the unexpected when it occurs.

How does one go about putting these theories into day by day action . . . and what practices apply best at what grade level? We faced this question at Paramount school in Los Angeles two years ago and worked out a program for each level.

Primary Level: Education for safety in the primary grades offers an immediate opportunity for the teacher to help the child in establishing a contact with the world outside the home. It is an essential part of the kindergarten-primary curriculum. Some of the first learning experiences in school involve how to get safely from home to school and back.

by Orville G. Button
Teacher
Los Angeles school system
and
Cecil Zaun
Supervisor of Safety
Los Angeles, California, Board of Education

Many districts now use some prepared materials (such as booklets or mimeographed sheets) to encourage cooperative effort and understanding between the school and parents. This not only develops knowledge of the physical needs, it also helps to give the child a sense of security. (Knowing that parents are interested enough to be concerned about his well being, and realizing that the teacher is also concerned, helps a child greatly to make the transition from home to the outside world a pleasant rather than a frightening experience.)

A safety check list can be a great help to the teacher who wants to emphasize safety practices for kindergarten and first grade pupils. One check list is shown on page eight; it should be supplemented by discussion with the children.

Activities for this age group include studying safety factors involved in the home, food, pets and other animals, garden, playground equipment, heat and cold. Students can also learn to identify such possibly harmful agents as kerosene, stove gas, lysol and iodine. Discussion of the city, of the car or bus, of toys, celebrations, games and the like will bring out safety factors.

Initially, the teacher of second and/or third graders can follow the program for kindergarten and first grade children to determine the development of her particular group of youngsters. She can then make use of the morning sharing period, supplementary reading, nature and science experiments, and the physical education period to lead the child to discovery of safe procedures in various fields. At this level, more use can be made of reading, writing, dramatization and art work. There must be continued opportunity for the child to put into practice the behavior pattern already established.

Intermediate Level: At this level, the teacher continues to weave safety into the various subjects of the curriculum. She can use intermittent discussions on all areas of accident prevention. At Paramount, she will ask outsiders to talk to individual classes or assemblies.

Safety programs should embrace more than just classroom activity. This means actual participation by the pupils in some form of an active student safety council as early as possible. For example, until two years ago our student council at Paramount acted as a legislative rather than an executive group. The students met once a week to report and discuss problems that had developed on playground or in building areas. Each classroom elected two students to represent it at these meetings and to report back on the problems discussed and the

(Please turn the page)

corrective action taken. The aim of this group was to make every child in the school conscious of his individual responsibility for safety throughout the school; we stressed the need for each individual to respect the rights of others so that he might protect his own rights.

However, this program had been initiated when we had a school membership of 350 and two years ago our enrollment had climbed to 800. To meet the increasing needs of this enlarged registration, we added several subcommittees to the established student council, made several other organizational changes.

Under the new arrangement, a junior safety council is set up for the first three grades (some schools included representation from kindergarten also). This is a simple organization giving an introductory experience in individual responsibility for group safety.

The senior council is composed of members elected by pupils of each room from grades four to six . . . but the elections take place only after there has been classroom discussion on standards of eligibility: good conduct, acceptable citizenship, ability to take suggestions, faithfulness to duty, and trustworthiness. Officers (a president, vice-president and secretary) are elected by members of the student council, and chairmen are appointed by the student council president to head the following committees:

- *program* . . . responsible for planning safety programs for assemblies and community groups.
- *publicity* . . . to advertise safety programs, stimulate pupil production of posters for bulletin boards and other areas.

Selections from Safety Check List for Kindergarten and First Grade

(From Education for Safety, a handbook for teachers: Bulletin of the California State Department of Education, December, 1947.)

A. Precautions for pupils while playing

Look ahead when walking or running.
Carry sharp objects pointed away from the body.
Leave real guns alone.
Play away from electric appliances and sockets.
Play away from stoves, open fireplaces, bonfires.
Keep steps, stairways and doorways clear of toys or other objects.
Locate and use uncluttered play space.
Select clear level places for running.
Avoid playing on stairs and near stoves.
Avoid fish ponds or open bodies of water.
Be kind to pets but avoid petting strange animals.
Use apparatus the accepted way.
Have a place for toys, tools and materials.
Watch for slippery surfaces and unpadded throw rugs.

B. Precautions for pupils while traveling

(1) As a pedestrian:
Keep to the right.
Walk facing traffic on rural roads, highways.
Look before crossing alleys, driveways, gasoline stations, and construction areas.
Stay away from fallen wires or low cables.
Carry umbrella so as to allow proper visibility.
Obey traffic officers and signals.
Walk; do not hurry across streets.
Stand still until you know what to do.
Cross when the way is clear.
Cross in safety zones, tunnels, or at corners at protected crossings.
Enter and leave rooms and buildings carefully and courteously.
Walk in hallways or on stairways and ramps.

(2) As a passenger, in the bus, family car or street car:
Wait your turn.
Co-operate with the driver at all times.
Keep the vehicles free of trash.
Keep head and hands inside the vehicle.
Use care when closing doors and windows.
Face front when leaving vehicle.

(3) As an operator of a tricycle, bicycle, scooter or wagon:
Keep to the right.
Look beyond crossing alley or street.
Stay away from wires or low cables.
Watch for pedestrians.
Carry or pull vehicle across intersections.
Keep vehicles in a safe place.
Carry only number for which the vehicle is built.
Ride single file if you are with others.
Never "hook on."
Carry packages so that visibility is clear and so that both hands are on handlebars.

C. Precautions while helping at home or at school

Learn to participate correctly in a fire drill.
Strike matches away from the body.
Turn pan handles over tables or stove.
Feel bath water before getting into tub.
Sit down before bathing.
Put soap away.
Wipe up spilled water or grease.
Use a well-constructed step to adjust height to grown-up levels in bath room and kitchen.
Use firm step ladder to reach high things.
Fasten screens and window securely.
Leave bedroom doors unlocked.
Keep legs of chair on the floor.
Secure blankets against slipping to avoid strangling.
Keep safe distance from steam or hot stoves, open fire places, incinerators, and bonfires.
Read labels on all bottles.
Learn how to lift and carry chairs and other objects.

D. Advice for developing community spirit

Know the policeman and his service.
Know the fireman and his service.
Learn routine in fire drill, disaster drill.
Know custodians, park attendants and their services.

- *accident* . . . to make studies of accidents, determine facts, develop school plot plans and accident charts, and to promote use of the standard student accident reporting form in the school.
- *inspection* . . . to make regular inspections of buildings and grounds for such hazards as broken glass, worn or broken equipment, accumulated trash, and any other dangerous objects or situations, these to be reported through the council to the principal or head custodian, and, when possible, corrected *by* committee members.
- *fire* . . . to develop and improve fire drills through finding and plotting the most effective exits for each classroom, help with discussion on fire prevention and disaster drill.
- *bicycle* . . . to organize a bike club with social and educational programs for members as well as skill tests and to encourage proper bike care. Bike parking and means of getting to and from the parking area are also the concerns of this group.
- *School ground safeties,* this group being established after discussion with the teaching staff. Their duties: to promote safety in such areas as the cafeteria, lavatories, corridors and at bike racks.

Thus, beginning even before the first day of school, the child learns safety through knowledge of preparations made for his safety by parents and school, through study, discussion and practice of safety rules—and through becoming an integral part of the all-school safety program●

Charles French Named NSC Staff Representative to Safety Education Supervisors Section

Charles French

Charles A. French, of Des Plaines, Illinois, has been named full-time staff representative of the School and College Division to the Safety Education Supervisors Section by Dr. Wayne Hughes, director of the School and College Division, NSC. Mr. French began his duties July 1.

A former teacher of social studies at Evanston Township High School, Evanston, Illinois, Mr. French has been active in school affairs as advisor of the school's student council, member of the curriculum committee, president of the Evanston Teachers Club, chairman of the Citizen Education Committee of that body and a member of its Educational Planning Committee.

The Safety Education Supervisors Section, an organization of professional educators who have assigned responsibility within their school system for the direction, supervision or coordination of the safety program, has grown from 27 members at its founding in 1945 to some 500 members at the present time. Because of this tremendous growth, it was felt that a full-time staff representative was needed in the School and College Division to coordinate and assist in the activities of the Section.

He was educated at George Williams College, Chicago, and Northwestern University, and has a master's degree in education from the University of Chicago.

NSC Begins Year-Long Falls Campaign

A year-long national campaign for the prevention of falls is being sponsored by the National Safety Council during 1956-57. It will have the single objective of preventing injury and death from falls in the home, in schools, in industry, on the farm and on the streets and highways.

The Council has singled out falls for special emphasis because of their great importance in the total accident picture. Falls (1) account for more accidental deaths than *any other* cause, with the exception of traffic accidents; (2) take a heavy toll of workers as the secondmost cause of industrial accidents; (3) are costly—from different levels, they frequently result in death or serious injury, and compensation payments are substantially above those for other accidents; and (4) account for more than half the injuries to office workers, according to a recent study made by the U. S. Department of Labor.

The campaign, which started September 1, will involve participation of all departments and divisions of the Council and will embrace all program areas. Slogan for the campaign: "Falls Hurt—Be Alert!"

Teaching the littlest ones safety *after* they come to school may be like closing the barn door after the horse is out, thought Snyder school officials. Now they have a Pre-School for five-year-olds in the summer, and

Learning the safe way to school across traffic-heavy streets are these pre-schoolers

A Six-Way Approach

By Frank Wilson

Director of Curriculum and Instruction
Snyder, Texas, Public Schools

LITTLE children coming to school for the first time are shy, hesitant, unsure of themselves. In most cases, this is the first time they have been completely on their own. In Texas we have no public school kindergartens; so in Snyder we decided to prepare these children, safety-wise and in other areas, *before* school starts.

"Pre-School" in Snyder is a voluntary program of instruction prior to the opening of the regular first year term. The school is intended to help the child make the transition from the home to school more easily and gradually. He begins with activities closely related to the home and gradually widens his circle of friends and experiences. The program seeks to help him create wholesome attitudes toward school, furnish successful and satisfying experiences in school activities and school routine, and teach him to engage in them safely.

The child also becomes acquainted with safe ways to use school facilities and to enjoy group activities. In Pre-School, the child is taught to meet the normal safety problems which arise in attending regular school.

Pre-School is conducted on a voluntary basis for two weeks in August previous to the beginning of activities for the fall term of school. Sessions are conducted in each of the respective buildings by a regular teacher of first grade, who conducts the sessions for two different class groups each morning. The sessions are one and one-half hours in length, and parents' preferences are considered in scheduling children.

This program was begun on a trial basis in 1954 through the system-wide interest of first grade teachers, with the assistance of the director of curriculum, supported by the administrative staff, the superintendent, Dr. C. L. Yarbrough, and the Snyder Board of Education.

A tentative teaching guide was prepared by a committee of teachers, with the director of curriculum and an elementary principal serving as consultants. Although permissive rather than directive in its approach, purposes are defined and a teaching unit is suggested for each day. Each unit consists of the following six types of activities, usually in the order given.

- *"Let's Begin the Day"* usually consists of good morning and other songs, a prayer, and a conversation period, any one of which may have a safety theme.
- *"This is Story Time"* is the time when the teacher reads stories to her class, and some of them relate to safety practices.
- *"This is Relaxation Time"* is devoted to games and tours of the building and campus for safety-related experiences.
- *"Let's Play and Sing"* frequently includes appropriate safety songs and rhythms.
- *"Now We Create"* is the art period in which children are frequently asked to draw such safety pictures as their impressions of a child and a policeman crossing the street.

▶ *"What Have We Done Today?"* is an evaluation period at the close of the daily session when the teacher and the children discuss the day's activities, many of which have been safety centered. Integrated into these daily units are activities basic to a functional program of safety education.

Children are taught pedestrian safety early in the program. During a time for relaxation, each class, with the assistance of the teacher and a policeman, takes an excursion to an adjacent street crossing. Safe practices in crossing streets are explained, demonstrated and practiced. The safest route to follow in walking to and from school is also discussed with those who walk to school. The creative period for this day may be used to ask the children to do individual art work which represents their impressions of safe practice in crossing streets.

Many of the children ride school buses during the regular session. A bus is brought to the school and, while making a tour of it, the children are taught safety practices on the loading ramps and in riding to and from school.

Those who come to school in family cars consider safe ways to go from the car to the school building and return.

Under the guidance of the teacher, the child also becomes acquainted with acceptable ways and safe practices in using the drinking fountains, in becoming acquainted with the lavatories, in passing through the hallways, and in handling trays and dishes in the cafeteria.

The building fire gong is explained and demonstrated, and a practice fire drill is conducted. Since Snyder community is in a geographical area which is subject to occasional tornado threats, the local practices of this and other civil defense measures are taught and rehearsed.

Playground safety is emphasized in group games and in use of playground equipment.

Pre-School children take a tour of the clinic, where they meet the school nurse.

Through songs, games, and other techniques the child is conditioned for safe behavior should he become lost. He is given practice in remembering his name and address, where his father works, his father's name and telephone number.

The success of this total Pre-School program and the safety education phases of it have been indicated by attendance and by the opinion of the parents, teachers and principals. The increasing demand for Pre-School is shown by a first year attendance of 60 per cent of the eligible children, 75 per cent the second year.

The results of an opinionaire sent to parents at the close of the first year indicated almost unanimous belief in the value of the program. Teachers in regular school who receive the children in their first grade classes, have been unanimous in their request for continuance of the program each year. So long as these indications of success of the program are found, it will be conducted in the Snyder Schools.

to Reach the Littlest Ones

Getting to school and back home again safely is a most important lesson, whether these pre-schoolers will be coming to school by bus or private car.

Left: a teacher shows them how to board a bus properly. Right: Proper behavior in the car, how and where to get out safely are shown.

Sheraton Hotel (left) and Tribune Tower, Chicago.

Inspiration, Ideas Await You in Chicago October 22-26

The stage is set—at the Morrison Hotel; the meeting is about to begin—October 22. Will you be there—to get the very best help for your safety program, gather the best of ideas, meet other safety educators from all over the nation?

HAVE you made your plans to be in Chicago the week of October 22-26? If you don't, you'll be missing out on one of the most worthwhile experiences of the year. For the School and College sessions of the 44th National Safety Congress and Exposition promise to be a winning combination—of dynamic, up-to-the-minute program; good, nationally-known speakers on safety education; and the best consultants to help you with your safety education needs.

The sessions, which will be held at the Morrison Hotel, are guaranteed to provide you with enough new ideas for your safety program to keep you busy for a long, long time.

The all-inclusive theme of the School and College sessions, "Achieving Safety Education for Children and Youth in School, College and Community," has been selected by a committee composed of safety educators nationwide. It will be carried out in 23 sessions aimed at providing you with as much ammunition for overcoming your safety problems as possible, answering your questions, giving you an opportunity to air your opinions, and giving the inspirational lift a safety educator needs from time to time to keep his sights unerringly on his goal—helping children keep themselves safe from accidents now and in future years.

Delegates will be off to a good start with the first general session on Monday afternoon, when featured speaker Robert F. Topp, Dean of the National College of Education at Evanston, Illinois, will kick off the meeting with his ideas on "Personalizing Safety Education." Dr. Topp will speak from the point of view of the individual learner.

His talk will be followed by a symposium, "The Classroom Contributes to School Safety," in which the focus will be the classroom. This part of the program will be led by Norman Borgerson, deputy superintendent, Michigan State Department of Public Instruction, and chairman of the School and College Conference. Such areas as school safety councils, safety patrols, junior fire marshals, safety education through room mothers' clubs, school holiday celebrations, the National School Safety Honor Roll, the Roy Rogers Safety Awards, and student councils will be discussed by prominent safety educators who have had wide experience in their subjects.

Between the first and second general sessions, delegates will be free to go their individual ways, choosing the sessions they think will help them most in their particular situations.

No one will want to miss the reception late Monday afternoon, restricted to delegates only, honoring Roy Rogers and Dale Evans for their cooperation in the Roy Rogers School Awards program.

There will be free discussion sessions Monday evening, each of them on topics of imminent interest to safety education today. Tuesday and Wednesday mornings will be given over to a series of seven special interest groups which will

apply the theme of the sessions directly to specific problems.

Tuesday afternoon will again this year be "free choice"—when delegates may attend other sessions of the Congress being held in Chicago hotels, shop in the famous Loop shopping district—or take one of the inspiring trips planned. Miss Kathryn Steinmetz, district superintendent of the Chicago public schools, has again arranged for interesting and informative trips to selected Chicago schools for demonstrations in safety education. For delegates interested in radiological safety and a fascinating trip through one of our nation's most advanced research centers, there will be a conducted tour of the University of Chicago's Argonne Cancer Research Hospital and Institutes for Basic Research, with an explanatory talk by Lester Skaggs, associate professor of radiology and director of the Health Physics Service there.

Tuesday evening will provide four different types of opportunities. School and community leaders who wish to receive assistance in establishing a system of safety education supervision, or upgrading their present system, may do so in individual conferences with members of the executive committee of the Safety Education Supervisors Section.

Those interested in research will find of help a session on safety education research conducted by Herbert J. Stack, director, New York Center for Safety Education, New York University, Brooklyn, New York. This session, sponsored by the Research Committee of the School and College Conference, will point out significant research contributions in safety education during the past year, outline research needs in coming years.

A session on safety in the practical arts will be conducted by the Joint Safety Committee of the American Vocational Association and the National Safety Council, and a College and University session will round out the evening.

At the second general session on Wednesday afternoon, a symposium on the theme, "The School Contributes to the Safety of the Community," will be led by Elsa Schneider, Specialist in Health, Physical Education, Recreation and Safety, U. S. Office of Education. Ways in which the school can contribute to the safety of the community that will be explored include the School Section of the Annual Inventory of Traffic Safety Activities, school activities of local safety councils or National Safety Council chapters, city-wide school fire protection activities, school cooperation in Operation Safety programs, city-wide school safety councils, and city-wide PTA Council activities.

Binding the theme together with a talk on "The School's Part in Safety for State and Nation" will be Herold C. Hunt, Under Secretary, U. S. Department of Health, Education and Welfare.

More than double the number of College and University sessions will be held at this

(Continued on page 38)

YOUR CONGRESS WEEK . . . DAY BY DAY

Monday, October 22

Morning: Official opening and NSC annual meeting.

Afternoon: School and college program opens at Morrison Hotel. At 1:00 p.m., Marian Telford will have helpful suggestions on fitting the Congress program to your own needs, if this is your first Congress. She will be followed by Robert F. Topp, Dean of the College, National College of Education, speaking on "Personalizing Safety Education." Next, a panel discussion on the "Classroom Contributes to School Safety." At 4:00 p.m., a reception honoring Roy Rogers and Dale Evans.

Evening: Free discusssion sessions begin.

Tuesday, October 23

Morning: First meeting of special interest groups. First meeting of college and university delegates.

Afternoon: Free choice. Shopping, attending another Congress session, visiting selected Chicago schools for a view of their safety programs, or taking a guided tour of the University of Chicago's Argonne Cancer Research Hospital.

Evening: (1) Safety in the practical arts, sponsored by NSC—American Vocational Association Joint Safety Committee. (2) College and university session. (3) Special meeting on significant research. (4) Safety education supervisors help establish a program.

Wednesday, October 24

Morning: College and university safety session. Final meetings of special interest groups.

Afternoon: Second general session. Symposium on ways in which schools contribute to the safety of the community. Herold C. Hunt, undersecretary of the U. S. Dept. of Health, Education and Welfare, will speak.

Evening: All-Congress Banquet, Conrad Hilton Hotel. Meeting, state driver education associations.

Thursday, October 25

Morning: College and university safety session. Driver education meeting. (Details next month.)

Afternoon: Joint session, college and university safety and driver education section. (Details next month).

Evening: All-Congress party at the Conrad Hilton Hotel.

Norman Borgerson

Dr. Robert F. Topp

Herold C. Hunt

Run-down sidewalk near school was definite hazard.

Circles point out protruding cement bases of swings.

Playground Problem

The story of what nine earnest, interested, hard-working PTA members did to awaken authorities to the need for a better and safer playground.

by Lillian M. Donoghue
Principal
Kirtland School
Holyoke, Massachusetts

IF YOU had seen the playground next to Kirtland School in Holyoke, Massachusetts, three years ago, you would have been amazed that we hadn't had any more serious accidents.

The surface was dirt, which turned into thick mud with the slightest rain, throat-choking dust when the weather was dry. The concrete bases of the swings protruded a foot above the surface of the ground, presenting a constant tripping hazard that was the cause of many painful abrasions. A brick sidewalk that ran close to the school was slowly disintegrating; some of the bricks had settled at almost right angles to the ground, to make that a definite hazard also. Playground equipment consisted of a swing standard (with the swings removed) and chinning bars set too close to the ground so that older children could not use them.

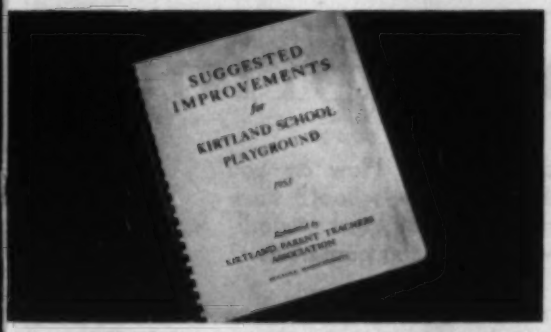
Several parents spoke to me about the unsightly play area and the fact that children's clothing was being ruined. The teachers and I were disturbed also because the area was unattractive, hazardous and inadequate. Children could have outdoor recess only for about four months out of the year.

Something had to be done to make our playground useful, safe and attractive. I thought of our P.T.A., an active and willing group and very interested in this situation, and presented to them the idea that united action might bring about results. They were enthusiastic.

A unique situation exists in our city. The local school committee recommends improvements for schools, but the Department of Public Works is charged with the responsibility of carrying out necessary repairs.

The P.T.A. president, Victor Waring, appointed a committee of nine people when the situation was explained to the organization. Members of the committee were selected on the basis of their interest and ability to get things done. Included on the committee were the assistant director of health and physical education for the Holyoke public schools, our school committee-man, the head of our Boy Scout troops, a former teacher of physical education, the local postmaster, a printer who is a prominent civic leader, a mother who had made a study of playground surfacing and equipment, Mr. Waring, and myself.

Meetings were set for one night a week for several weeks. Members of the committee discussed the best way to approach the project, what improvements should be recommended, what surfacing material we should suggest, how we should set forth the great need for a fenced-in area, what equipment was needed, where equipment should be placed, what areas should



Presentation of plan was in booklet form.

Though not yet completed, playground shows vast improvement in this picture.

be designated for older children and what was the best place for equipment for younger pupils.

Finally, Mr. Waring made a drawing of the building and play area to scale and brought it in for suggestions and corrections. Perfect agreement was not reached on this until we had three more meetings. Then a photographer was hired to take pictures of the various defects.

James Wolohan, the member of our committee who was the printer, offered to place our exhibit in book form, with a printed cover entitled, "Suggested Improvements for Kirtland School Playground, 1953, submitted by the Kirtland Parent Teachers Association."

When our recommendations were complete and we were ready to approach the school committee, it was decided to send the following letter from our PTA officers to William R. Peck, superintendent of schools and secretary of the school committee.

The letter read as follows:

"Dear Mr. Peck:

"Parents of Kirtland School children have long been aware of the deplorable condition of the playground adjacent to the building. The surface is extremely uneven, presenting a serious hazard to any activity. Two pieces of equipment are poorly placed, and the cement bases which support them protrude ten to twelve inches above the ground, causing concern to parents and faculty alike.

"Children can have outdoor recess only for about four months of the year. In spring, melting snow causes so much mud that younger children have to be pulled from the mire in many instances. During dry weather, the area becomes a veritable dust bowl.

"Recently, because parents wished a safe, healthful playground for their youngsters, a committee of nine was appointed to study the situation and to make a report to the Holyoke

(Continued on page 38)

☆ forum-in-print

We asked selected high school educators: How do you orient your freshmen to the safety rules of the school? How do you get them "thinking safety"? Do you start immediately—or let them assimilate it with no special preparation?

Victor T. Gislason
Safety Director
Dept. of Physical Education and Athletics
Winona, Minnesota, Public Schools

THE first orientation of freshmen to the safety rules of the school begins during the spring "visiting day" for new students. At this time, the students visit classes and get acquainted with traffic problems involved in going through one day's activities. They are introduced to the daily bulletin, where all general announcements for the day are included. This bulletin is the main means for presenting all safety information pertaining to fire drill procedures, between-classes traffic, and location of bicycles, motorbikes, and auto parking areas.

In the fall these new sophomores are given a handbook entitled *In and Around W.H.S.*, which contains safety information regarding fire drill regulations, procedures and proper conduct for safe traffic in halls and stairways, and school street patrol regulations.

The homeroom and classroom teachers continue the orientation by stressing the necessary safety precautions that pertain to their classes, such as in the shops, gymnasium, playground, and swimming pool. The teachers, on regular hall duty before school in the morning and noon, help to impress on the students the need for thinking and practicing good safety habits●

Miss Anne Finlayson
Supvr., Physical Education, Health and Safety
Central High School
Kalamazoo, Michigan

THE safety education program at Central High School encompasses four major areas:

- Introduction of general safety rules as soon as the students enter Central.
- As the need arises specific safety rules are taught.
- The rules are emphasized and re-emphasized throughout the year.
- Special classes in driver education and first aid are scheduled for all tenth graders.

When the student enters Central High School, he is given a handbook explaining life at Central. This book tells of fire and disaster drills, school nurse services, bicycle rules, standards of conduct expected.

In all areas of the school, specific safety rules are introduced as the need arises. Fire and disaster drills are detailed in every classroom. Safety aspects of particular subjects are reiterated in shop, homemaking and physical education classes.

In addition, tenth grade students enroll in health classes; one-half of them the first semester, the other half the second semester. The units of instruction within these classes include driver education, first aid and health. Throughout the year, all tenth grade students also receive driver education in the car, on the range and on the street●

Eric Becker
Superintendent of Schools
Beaver Dam, Wisconsin

BEAVER DAM does not have a special safety program designed specifically for incoming students at the opening of the school year, but rather reiterates to all students, through home rooms, safety requirements in effect.

Each shop and classroom teacher is responsible for organizing his area according to the best safety procedures. Students also are exposed to safety ideals through our first-aid class, driver education, and assembly programs. Since we are required by law to have one fire drill per month, safety instructions are received on these occasions. Air raid drills add a further safety note to our over-all program. Fire Safety Week is observed quite extensively, both as a community project and as an assembly program.

Periodically, announcements concerning safety are made over the public address system. In addition, monthly safety reminders are posted on the corridor bulletin board.

Our Future Farmers Association has conducted several farm safety projects, not only in their own membership, but by promoting a yearly safety contest in rural elementary schools. The group was one of five in Wisconsin awarded a certificate of merit in recognition of their farm safety work●

Safety in Sports:

Football

Tremendous strides have been made to reduce the hazards of the game of football without disturbing the elements of the game itself. Boys don't have to get hurt by hazards if the known safeguards are applied.

Statistics

1. An estimated 650,000 high school players, and 70,000 college boys play the game of football each fall, plus uncounted thousands on the sandlot level.

2. In the past 24 study years, some 545 deaths have been attributed, directly or indirectly, to nonprofessional football, an average of approximately 23 per year. Of these, 316 occurred in high school, 167 occurred on the sandlot, and the remainder in college football.

3. Tackling, blocking, and being tackled or blocked accounted for 54.4 per cent of all fatalities from 1931-1955.

4. The most dangerous time for a player was the first five minutes after he entered the game. The most dangerous period of the *game* was the fourth period.

5. In a study made on Wisconsin football, only 30 per cent of all play occurred within the 20-yard lines, yet 65 per cent of all injuries occurred there.

6. Of the fatalities directly attributed to football, half were due to head injuries.

7. More than one-third of direct deaths are in the second, third and fourth weeks of October; only three-tenths occur in preceding weeks.

Administration for Safety

8. The standard, heart-lung-blood pressure type of physical examination should be replaced by a thorough, detailed analysis of the physical condition of the candidate. Each boy then would receive such important tests as X-rays of

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Safety in Sports: *Football*

(Continued from preceding page)

any past injuries, electrocardiograms if there is any suspicion of heart trouble, and a urinalysis.

9. No boy with any history of heart abnormality should be permitted to play football.

10. In addition to a background of football fundamentals, the coach should be thoroughly familiar with physiology, kinesiology, psychology and related fields; he must know the physical and mental makeup of the age group he is handling.

11. The football coach should have had considerable playing experience before taking over as a coach. Coaches who lack this experience tend to underestimate the dangers of the game and experience higher accident rates.

12. The opponent should be chosen whose playing standards and quality of personnel are approximately the same.

13. Close family-administration-coach relations should be established to relay information as to the boy's condition and attitude away from the field of practice and play. Parents should be apprised of training rules so that they can help the boy go through the season without breaking training. A desirable method of apprising parents of training rules is by getting a written permit from them letting boys play. On the permit should be a list of rules that parents can see, promise to help the boy keep.

14. It is suggested that an open date, occurring during the second week in October, be adopted as standard practice. This will allow a mid-season checkup to take place and give players the opportunity to recover from minor injuries that otherwise could become major ones.

15. Close officiating in those rules that are designed to promote the safety of the player, and the use of the "quick whistle" to prevent pileups on line plays marks the qualified official.

16. It is most satisfactory if freshmen play against freshmen, sophomores against sophomores, and junior varsity against junior varsity. The junior varsity should scrimmage and play with the junior varsity squads of other schools rather than scrimmage against the varsity.

Equipment

17. In no other sport does adequate equipment play such a vital role. The greatest deterrent to accidents and injury in football is to use only the best protection.

18. Many states have a state athletic association which makes recommendations and sets requirements on types of equipment, length of practice, date practice should start, etc. These recommendations and requirements should be studied, not only because following them insures greater safety but also because in some states schools are barred from competition if state association requirements are not fulfilled.

19. More than any one thing, the helmet should provide a method of holding the skull away from the shell on impact. There should be at least one inch of clearance between the outer shell and the nylon or canvas webbing into which the head fits. The helmet should be lined with vinyl plastic, which is 15 times more shock absorbent than foam rubber.

20. Audibility in a helmet, as well as protection, must be considered to offset the chance of accident due to a missed signal.

21. Old helmets should be discarded, certainly never passed down. Perspiration and wear play havoc with the all-important inner lining, especially around ears, forehead, temple.

22. The helmet must fit the individual it is to protect. The back of the head and base of the skull must be covered; it must not fall forward over eyes; it must not turn on contact.

23. The objectionable feature of the plastic helmet—that it is a rock-hard offensive weapon when used for that purpose—is offset by the almost total disappearance of a brain concussion when and where it is used.

24. Nose and eye guards attached to the helmet have proven satisfactory protection against facial damage, but they may cause injury to a heedless opponent. Investigate use of face masks.

25. Colorful uniforms must not be obtained at the sacrifice of safety. The safety the uniform provides should remain the paramount consideration when outfitting the player.

26. Properly fitted, full-weight shoulder, hip, thigh and knee pads should be provided. The cantilever arrangement is a standard feature of the good shoulder pad.

27. One easily controlled menace concerns the use of the mouthpiece. A relatively inexpensive piece of equipment, the mouthpiece will reduce oral damage considerably and provide the cushion necessary to help prevent concussion from the shock of blows sustained by the head and chin.

28. The shoe should provide good lateral support for the ankle and should be equipped

with the safety cleat. The locking device on the safety cleat prevents it from chipping, backing off, and exposing either the sharp edges of the cleat itself or the metal post to which it is attached.

29. Shoes should be kept in good repair and constantly checked for broken counters and tears of any kind that could possibly cause blisters to form. They should be weatherproofed to keep the leather in the best possible condition during wet weather.

30. Stockings should be worn to protect the lower leg from lacerations and infection.

31. In light of the overwhelming evidence of the importance of proper equipment, the practice of handing down equipment from the varsity to other squads should be discouraged.

32. Hard, rainsoaked or torn dummies should be either repaired or discarded. The charging sled is a better and safer way of teaching the fundamentals of blocking than the use of live players.

33. Players should be taught to use ankle wraps, or ankles should be taped before playing.

Practice and Game Routine

34. Additional emphasis needs to be put on proper warm-up before the drill work of the practice session begins.

35. The entire area of the practice field should be utilized in planning and organizing the day's work. Avoid the possibility of blind collisions by individuals practicing different skills by scattering the units as much as possible.

36. The squad should be impressed with the importance of absolute obedience to the whistle. In all workouts, the "quick" whistle should be employed by the coaching staff.

37. Close supervision of every element of the practice session is doubly important during the first weeks of practice. No horseplay should be tolerated.

38. All spectators should be confined to the bleachers. During scrimmage sessions, those players not in action should be along the sidelines, well out of the way of possible injury.

39. In practice sessions, freshmen and sophomores should be grouped together, and juniors and seniors together. Then, if possible, the players should be balanced out against others of equal size and weight, *in their own age group*. Abnormal age and size differential puts a needless risk on the smaller, or younger boy.

40. Close officiating is as important a safety factor in practice scrimmages as in the game.

41. A competent team trainer should be in attendance at all practice sessions, and a doctor should be on call during that time.

42. Statistics show that most injuries occur in blocking, tackling, and in being tackled. Mastery of these fundamental football techniques should be the primary concern of the coach and his staff. They should be consistently practiced throughout the season.

43. Special attention should be directed to the technique of falling.

44. Sufficient reserve strength is an essential for a good team, but it is a greater essential for safety. Tired players should be given a rest.

45. There should be no squad scrimmages until at least a week of practice is completed. For the contact skills, enough time should elapse to allow the participants to get into condition.

46. Care must be taken to keep the players warmed up by a constant and varied program of activity during the practice.

47. The use of "live bait" for blocking and tackling dummies should be used, lightly at first, and with slowly increasing intensity.

48. When "live bait" is used, the possibilities of the new blocking aprons as additional protection should be investigated.

49. Definite practice plans and adherence to a pre-set time limit on each phase of the day's workout will sustain alertness and minimize injuries that occur through carelessness and inattentiveness.

EDITOR'S NOTE

Safety in Sports: Football is Number Two of a sports safety series of data sheets to be put out by the NSC School and College Division.

Subsequent *Safety in Sports* data sheets will detail safety in general sports practices and safety in basketball. A data sheet on safety in baseball was printed in the May issue of SAFETY EDUCATION.

50. Thorough warm-up periods should precede the opening kick-off of each half. A warm-up period before sending in a substitute should be mandatory.

51. Any injury that causes momentary blackout is sufficiently serious to warrant the immediate attention of a doctor.

52. Stretchers should be available at every game. Fatal hemorrhages have occurred when a player has further exerted himself to walk off the field, and what might have otherwise been a relatively easy injury to overcome has been magnified by the stress of forced movement.

53. Every concussion should be X-rayed at the first opportunity and studied with the encephalogram.

54. A serious brain concussion should eliminate the player from all further consideration as a football candidate.

55. Whether a player should be allowed to return to the game after sustaining injury should be governed solely by his doctor, and not on a coach's or trainer's opinion.

56. Chain men should be instructed in the proper protective procedure when a play ends up in their territory.

The Playing Field

57. The playing field should be level and well-drained, with a good stand of grass. This area should be watered frequently during the summer to expedite building a sound turf.

58. A five-yard safety zone for the players should extend around the field itself, free of all obstructions.

59. The sideline markers should be made of a flexible material, preferably rubber.

60. The goal posts should be padded to a height beyond the chance of collision.

61. Great care should be exercised to assure that the surface is free of holes, ruts, stones, broken glass, and other dangerous objects.

62. The players' benches should be set well back of the sidelines, and equipment should be confined to an area behind the bench.

63. A restraining fence to keep spectators off the field should surround the area.

64. Only slaked lime should be used to mark the lines.

65. As a preventive measure against possible lockjaw, animal excreta should never be used as a fertilizer in building turf.

Sources

Committee on Injuries and Fatalities of the American Football Coaches Association, "The Twenty-third Annual Survey of Football Fatalities, 1931-1954." Dr. Floyd Eastwood, Chairman, Los Angeles State College.

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Other Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety on Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

IT'S TIME TO PREPARE

Start off the school year by outfitting your safety patrol with the best equipment and accessories.

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Capes
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Trafficones
School Warning Signs
Traffic Control Signs
Other Items

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They Come to College to Learn . . .

But How Many Get Hurt?

Colleges and universities are beginning to take stock of their accident problem. In a second survey of nine schools taken this year, health and safety researchers sought to learn the whats, whens, and *whys* of college accidents . . .

ALMOST 5,000 U. S. college students at nine colleges and universities throughout the country were injured seriously enough during the school year 1954-55 to require treatment at a college health service.

At one school, one student for every 156 sustained an injury which required treatment; at another, *the ratio was one out of every eight!* The figures do not include, of course, those students who sought private medical attention for injuries or who had no medical attention whatsoever.

These figures were released recently with the publication of the *Second Joint Survey of Accidents to College Students*, a study made by the American College Health Association and the National Safety Council. Published in May by the National Safety Council, the *Survey* details accidents as they happened, where they happened, and when they happened, in nine institutions of higher education throughout the country.

The institutions chosen for the survey were not necessarily representative of all American colleges—they were chosen, rather, because they were willing *and able* to furnish the needed information. Colleges which participated were: Goucher College, Oberlin College, Pennsylvania State University, University of Colorado, University of Kansas, University of Michigan, University of Minnesota, University of Texas and the Women's College of the University of North Carolina.

The first such survey taken by the American College Health Association and the National Safety Council, covering the 1953-54 school year, was meant solely to gain information about the scope and importance of the accident problem in institutions of higher education. In that survey, eleven colleges and universities participated. The total accidental injury figure in those 11 colleges for 1953-54 was 8,473.

This second survey, with nine schools participating, had as its purpose to determine the validity of the information in the first survey, also to learn more about why these accidents were happening, where they were happening and how they could be prevented. To accomplish this, an addition to the original accident form was worked out in the form of two questions: "State exactly how the accident happened," and "How might this accident have been prevented?"

Unfortunately, many of the reports were incomplete because these additional questions were left blank; therefore, results on this part of the survey were not as successful as they might have been. But validity tests of the first survey stood up well.

There were a total of 4,868 student injuries recorded in this second survey. They ranged all the way from cuts and abrasions to fractures

and concussions. About six out of ten of the injuries occurred on the campus, but, the *Survey* notes, the reason for this may be that off-campus accidents may frequently be treated at home or by a private physician, from whom no record may be obtained.

October and November, the *Survey* found, are the two months that are worst for accidents. Much of the reason for this may lie in the fact that outdoor sports and recreational activities are more extensive in those months than in any other. But a high rate of accidents in science labs for these months also may indicate a lack of familiarity with proper use of laboratory equipment and inadequate instruction in safety for students who are new in science laboratories.

On-campus accidents in 1954-55 also correlated with those of the 1953-54 study. Most of them occurred between 2:30 and 6:30 p.m., when recreational activities are most likely at their height and when students are out of class for the day and more likely to be involved in accidents.

Off-campus accidents occur most frequently between 4 and 10 p.m. There was a high incidence of traffic accidents in this figure. And, since off-campus recreational activities are necessarily confined to these hours, the high accident frequency persists until after 10 p.m.

Football and other physical education injuries took a steep drop in 1954-55 over those of the preceding year, yet football (and this includes the "touch" variety) caused the greatest number of casualties for student men. Women were more frequently injured in basketball—19 per cent of women's injuries occurred while playing basketball in physical education classes.

Were the accidents serious? Almost seven (6.8) per cent of the students injured required hospital treatment. Of the others injured, all the injuries were painful, no doubt, if they caused the student to seek help at the health service.

Says the *Survey* report, "The variety of student accident exposures in a college or university environment are a real challenge to the alert administrator and to the safety department . . . a complete safety program must not overlook any of the thousands of conditions, activities and situations in which students become involved."

A few of these situations:

- While loading shells for target practice, a student suffered burns when his roommate dropped a spark from his cigarette into a small pile of gunpowder.
- A student was running upstairs with a sword in his hand when he slipped and speared his foot.
- Another student was injured when he stepped in a hole and turned his ankle while watching the moon in the arboretum.
- Two instances of chemical burns were reported by students following a fraternity house initiation in which silver nitrate was placed on nose and hands as part of the initiation.
- A coed lost two front teeth when she fell in a fainting spell after donating blood.
- A young man being treated for a gash on his forehead reported that he had been "hit by a coke bottle in a friendly argument."
- "Jitterbugging" was listed as the cause for a broken nose.

Asserting that colleges which have not conducted an accident survey can study the results of this one for a broad view of what their accident picture may be, the *Survey* report closes with a recommendation that colleges which have no safety program start the wheels rolling in that direction without delay. Using this survey as a background, states the report, the program can start with fairly reasonable assurance that high accident frequency areas are known.

"Such action, however," it states, "should not preclude collection and analysis of statistics by the individual college. Study of accident reports collected in this study indicates that local situations strongly affect student accident experience."

Copies of this *Second Joint Survey of Accidents to College Students,* with their complete statistical reports, may be obtained by writing the National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois. Single copies may be obtained free of charge●

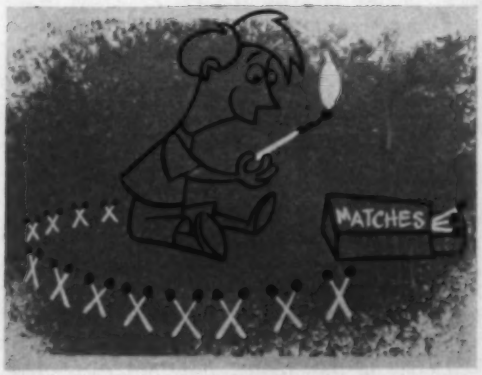
Black Cats *(Continued from page 5)*

Officers elected for the 1956-57 school year include: Theodore E. T. Haley, University of California, chairman; Clayton DeMent, Purdue University, vice-chairman; and Arthur Brandstatter, Michigan State University, secretary. Chairman-elect Haley appointed Mark Dondero, Frederick Ingram, University of California, and John Morris, University of Minnesota, to the executive committee for terms of three, two and one years, respectively.

Purdue University will be the site of the 1957 spring conference.

A *New* Role for JIMINY CRICKET

Jiminy Cricket, "Y-O-U" and "Common Ordinary Fool" are lead characters in two new Disney films designed to re-inforce safety lessons.



In "I'm No Fool with Fire," Common Ordinary Fool demonstrates why playing with matches is not very wise.

Y-O-U places the box of matches in the closet, high up on a shelf and away from baby's reach.

"I'm no fool, no siree—
I wanta live to be ninety-three!
I play safe for you and me
'Cause I'm no fool!"®

JIMINY Cricket, the well-loved little bug who served as Pinocchio's conscience in the Walt Disney film, "Pinocchio," has now been given a new role—that of the conscience of thousands of boys and girls throughout the country who may be tempted to ignore safety rules with disastrous consequences.

In "I'm No Fool with Fire" and "I'm No Fool On a Bicycle," two new safety films just released by Walt Disney, Jiminy Cricket serves as narrator and teacher to put across safety messages that could save the lives of thousands of children and adults who get hurt or killed because they don't know the safety rules or don't think far enough ahead to the consequences of their actions.

During the approximately six months it required to make the films, Disney found himself the best consultants in the Los Angeles area to tell him the critical problems in safety education, safety rules that would meet and solve those problems. Cecil G. Zaun, supervisor of safety of the Los Angeles City Schools served as a consultant, along with Mrs. Lois O. Esterbrook, safety coordinator of the Los Angeles schools. Said Cecil Zaun, "We were most enthusiastic about the approach and the content."

Don Perkins and Joseph Caplan of the Los Angeles chapter of the National Safety Council

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also advised in the production of both films. Special consultants on the film "I'm No Fool with Fire" also were members of the staff of John H. Alderson, chief engineer of the Los Angeles Fire Department. Said chief engineer Alderson, "The field of fire prevention is so broad that one of the main problems was to condense the information and yet make it understandable to the audiences . . . This film has true merit in that it teaches basic concepts in a manner which will start group discussions whenever it is shown."

On "I'm No Fool On a Bicycle," additional technical information was supplied by the Los Angeles Police Department and the California Highway Patrol.

Disney starts off each film with Jiminy Cricket telling a brief history of the subject. In "I'm No Fool with Fire," it's a cleverly illustrated cave man rubbing sticks together, proceeding from there to the uses to which fire can be put today. The history of bicycles is delved into in "I'm No Fool On a Bicycle," with the one-wheeler, the old-fashioned tricycle and the evolution of the bicycle shown.

Then Disney demonstrates, in the two films, some of the rules one must know in order to keep from getting burned or starting a serious fire—or to avoid being hurt on a bicycle.

He demonstrates his points with two engaging characters: "Y-O-U," a normal little boy who follows the safety rules so that he can live a long, long time — and "Common Ordinary Fool," a yellow-headed, funny-looking boy who is oblivious to safety and is always, as a result, getting hurt—and terribly hurt, if flying groceries, no-handed bike antics and eye-opening fire stunts are any indication.

The films are designed to make youngsters —and grown-ups, too—laugh, and learn. Each one is brief (only eight minutes long), but the color, the typical charming Disney style, the characters and situations all combine to put across the message with unforgettable clarity.

Three more films—about water safety, recreational safety and pedestrian safety—are still in the production stage. They will be previewed on the television series, "Mickey Mouse Club," this October, released for general distribution in the spring of 1957.

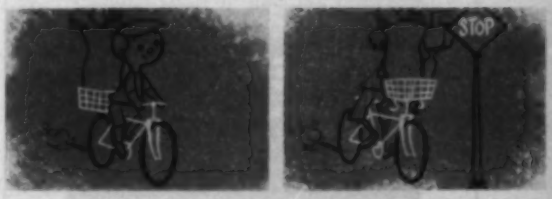
"I'm no fool, no siree! I wanna live to be ninety-three. I play safe for you and me 'cause I'm no fool!" sings Jiminy Cricket, in a tuneful little song that runs through the entire series. Extremely sing-able, this little tune could be taught to children, sung during safety lessons throughout the year. It might provide a catchy phrase for special safety programs throughout the school that could be held in conjunction with the showing of the two films.

The films could be shown in conjunction with the appearance of a fireman or fire department official at the school to reiterate further fire safety rules, a police officer, who could answer questions about bicycle safety. Jiminy Cricket, Common Ordinary Fool and Y-O-U readily lend themselves to posters, and children should come up with many good ideas on how they could be used to further safety.

Both films are available under the Disney long-term lease plan to all educational film libraries. For further information about securing the films for a showing at your school, write the 16 mm Division, Walt Disney Productions, Burbank, California. If you are in the New England or Eastern Seaboard states, write to: Walt Disney Productions, 16 mm Division, 477 Madison Avenue, New York 22, N. Y.●

Fires should be built only in designated areas, stresses Disney's "I'm No Fool with Fire." Y-O-U (left) and Common Ordinary Fool demonstrate.

Stunting on a bicycle only leads to bloodshed, but Common Ordinary Fool persists, to his later sorrow. Y-O-U shows the correct way.



Carrying packages on one's bicycle is safe if done correctly, explains Disney's "I'm No Fool On A Bicycle." Y-O-U (left) carries his in his properly placed basket.

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BRANCH PLANT AT NAHMA, MICHIGAN

Mounting Costs of Operation Bring Raise in NSC Dues, Prices

Steadily mounting costs of operation during the last five years were recognized by the Board of Directors of the National Safety Council on June 21, when official action was taken to increase membership dues and prices of Council materials.

Also, in an effort to broaden use of Council services, the price differential to non-members was substantially lowered and practically all present restrictions on redistribution of Council materials were lifted.

The June 21 action followed preliminary discussion at a Board meeting on April 17, when the Board accepted and approved the report of a Special Committee to Study the Financial Problems and Possible Sources of Financial Support for the Council. This Committee, which has made an exhaustive study of the Council's needs since its appointment last fall, was headed by Council President Ned H. Dearborn as chairman.

The Board's actions in increasing dues and prices, as well as broadening services, were based upon an analysis of increasing costs and recommendations by the staff made at the Board's direction. The actions:

Action One: to give first approval to revisions of the by-laws, which will have the effect of increasing membership dues approximately 15 per cent in most categories.

(Changes in the by-laws require action at two Board meetings. The proposed revisions, therefore, will become effective only after adoption at the next meeting of the Board. In the meantime, the proposed changes will be submitted to the various Conferences. Comments from the Conferences will be transmitted to the Board prior to final action).

Action Two: to authorize the executive vice-president to prepare and put into effect as soon as possible a new single price list for Council materials, the prices in that list not to exceed an average of more than 15 per cent above present member prices.

Action Three: to authorize, when the new single price list becomes effective, a 10 per cent discount on all purchases by Council members, except that individual members would not be allowed to purchase quantities of employee safety materials at discount.

(Application of these two actions involves not only development of a new price list, but also the working out of considerable admin-

(Continued on page 37)

SEPTEMBER 1956

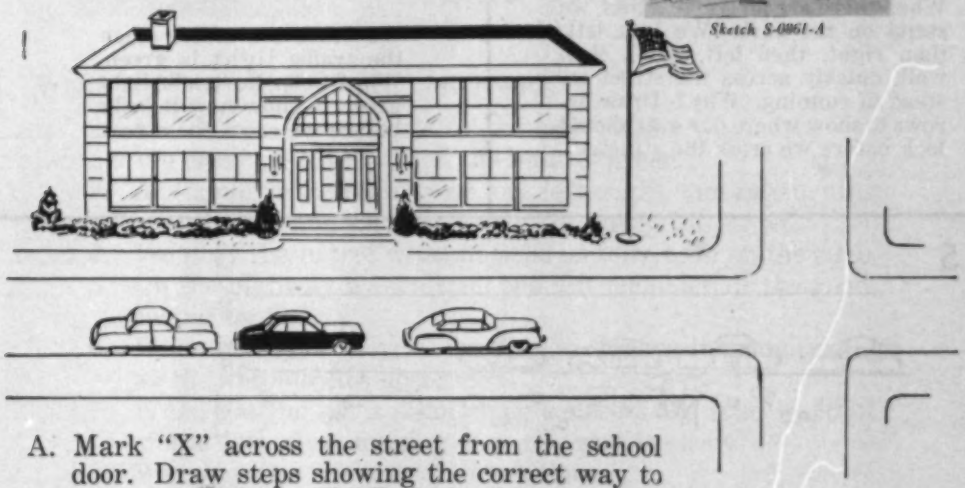
Lower Elementary

safety lesson

Safe ways to school

Sketch S-0961-A

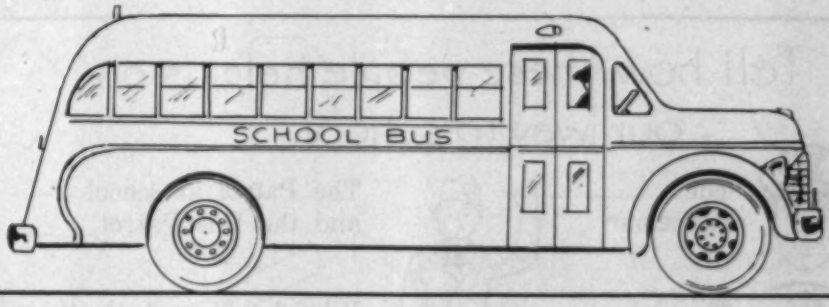
1



A. Mark "X" across the street from the school door. Draw steps showing the correct way to get to school from "X." Tell why this is correct.

B. Show at least one wrong way to cross the street on the way to school. Mark this "No!" Tell why it is wrong.

2



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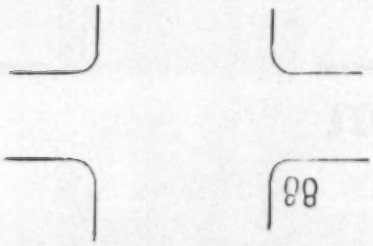
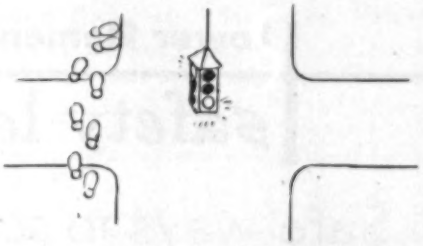
C. Draw feet showing how we stand in line to get on the bus. Why?

3



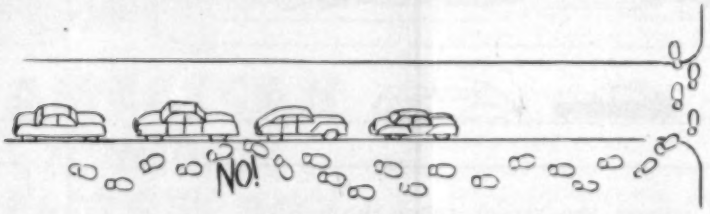
When there are no traffic lights, we stand on the curb. We look left, then right, then left again, then walk quickly across the street instead of running. Why? Draw arrows to show where our eyes should look before we cross the street.

4



We cross the street when the traffic light is green. Why? Color the traffic light green to show how it looks before we cross the street.

5



Write "Yes" where the footsteps show the correct way to cross the street. Tell why it is dangerous to cross where "No" has been marked. Why is it correct to cross the street where you have marked "Yes"?

6 Tell how these people help us on our way to school.

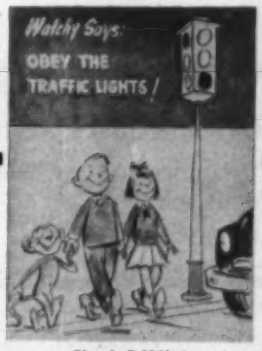
The Policeman

The School Bus Driver

The Patrol at school and the Bus Patrol

Why should we do the things they ask us to do?

(Teacher: Elicit the following: The policeman helps children cross the streets where traffic is heavy. The school bus driver drives carefully. He always sees that his passengers are seated before he starts the bus. The patrol at school watches to see that no cars are coming before he lets the children cross the street. The bus patrol sees that the children are seated and that they do not have their hands and heads out of the windows.)



Sketch S-0861-A

SEPTEMBER 1956

Upper Elementary

safety lesson

Safe Ways to School

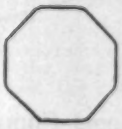
I. Write yes or no before each statement.

_____ 1. We do not cross streets at the cross walks.
_____ 2. We cross the street when the light is green.
_____ 3. At unguarded crossings we look left, right, and for turning cars, left again, then walk quickly across the street.
_____ 4. We obey the patrol when he asks us to remain on the curb.
_____ 5. On the highway we walk on the left shoulder of the road, facing traffic.
_____ 6. When riding a bicycle, we do not observe the same rules as the automobiles observe.
_____ 7. When getting off a school bus, we cross the road in front of the bus, first making sure the way is clear.
_____ 8. We obey the bus patrol at all times.
_____ 9. We wait on the curb while the light is red and yellow (amber).
_____10. We do not walk our bicycle across a busy intersection.

(Answers to I and II on next page)

II. Label the following signs with the right letter from the words given below.

1 _____



2 _____

3 _____

4 _____

5 _____

6 _____

a. Speed limit
b. Railroad crossing
c. caution
d. yield right of way
e. stop

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Select The Best Answer

1. The most important thing to remember in crossing the street is that we should always look for
   a. parked cars.
   b. other pedestrians.
   c. cars which are moving.

2. When skating on the sidewalk, you come to a street and have to cross it,
   a. remove your skates before crossing the street.
   b. hurry across the street.
   c. skate across the street.

3. One practice to avoid in riding a bicycle is
   a. to walk the bicycle across intersections.
   b. to ride on the right hand side of the street.
   c. to hitch a ride on the back of a truck.

4. The safest place to play when we get home from school is
   a. in the street.
   b. off-the-street play places.
   c. on the sidewalk.

5. Darting out from between cars is dangerous because

   a. you cannot see oncoming cars, neither can the drivers of oncoming cars see you.
   b. the practice of jaywalking is illegal.
   c. you should always use the crosswalks.

Some Things To Do

1. Select the safest route to school, taking the following into account:
   a. The route which has the most sidewalks.
   b. A route which has the least traffic.
   c. The route which gives you the most protection.

2. Draw a map of your safest route to school. Compare selections of routes and decide upon the safest general route from the various residential areas to the school.

3. Make a mural or sand table display of your school showing safe ways to school.

4. Write five good safety sentences telling the things we should remember on coming to and going from school.

5. Draw posters showing the ways the safety patrol helps us.

Answers to It: 1. No; 2. Yes; 3. Yes; 4. Yes; 5. Yes; 6. No; 7. Yes; 8. Yes; 9. Yes; 10. No. *On question seven, check the local situation (some states require children to go behind the bus or wait until the bus leaves before crossing).*

Answers to III: 1. c; 2. c; 3. a; 4. b; 5. d; 6. b.

SEPTEMBER 1956

Junior High School

SAFETY LESSON

Sketch S-0862-A

General Accident Problem

The Accident Picture

In 1955, 9,350,000 people were injured and 93,000 people were killed in accidents in the United States. These deaths and injuries could have been prevented. Deaths in the major types of accidents—motor vehicle accidents (38,300 deaths), falls (19,800 deaths), drownings (6,500 deaths), burns (6,300 deaths), and railroad accidents (2,850 deaths)—are shown in the poster above. But, remember, any kind of accident is a major one if it happens to *you*. Oftentimes we don't seem to realize how many people are affected by the accident problem. The figures sometimes fail to help us *see* how important it is to build a good safety "fence" around us to shut out accidents.

The following test will help you visualize how many people are needlessly killed and injured each year. The test will also give you practice in learning how to use an important resource book—the almanac.

Test Your Research Ability

Directions: Using the accident injury and death figures shown above, complete the following tests with the aid of the *Information Please 1956 Almanac*. Be sure to use the index in the almanac to help you locate the information.

1. If the total number of people injured in accidents in 1955 was the same for the year 1820, how many *un*injured people would there have been in the U.S. at that time?

Answer_____

2. If the total deaths in 1955 resulting from accidents occurred in *each* of the following cities, how many cities would have been wiped out?

A. Alameda, Calif.
B. Asheville, N. C.
C. Atlantic City, N. J.
D. Evanston, Ill.
E. Portland, Me.
F. Wichita Falls, Tex.

Answer_____

3. How many of the forty-eight states have a population greater than the total number of people injured in accidents in 1955?

Answer_____

4. If the same number of people killed by accidents in 1955 were attending each of the following colleges, how many colleges would still have some students left?

A. University of California, Berkeley, Calif.
B. Columbia University, New York, N. Y.
C. Cornell University, Ithaca, N. Y.
D. University of Florida, Gainesville, Fla.
E. University of Illinois, Urbana, Ill.
F. University of Michigan, Ann Arbor, Mich.
G. University of Notre Dame, Notre Dame, Ind.
H. New York University, New York, N. Y.

Answer_____

5. How many states have more students attending secondary school (grades seven through twelve) than the total number of people injured in accidents in 1955?

Answer_____

6. How many states (including the District of Columbia) had *less* students attending secondary schools in 1953-54 than were killed in accidents in 1955?

Answer_____

Answers: (1) 248,453; (2) all cities; (3) three; (4) none; (5) none; (6) 20.

Prepared by Dr. Vincent McGuire, Assoc. Prof., College of Education, Univ. of Florida. Published by School and College Division, National Safety Council, 425 No. Michigan Avenue, Chicago 11, Ill. One to nine copies of this unit, six cents each. Lower prices for larger quantities. Printed in the U.S.A.

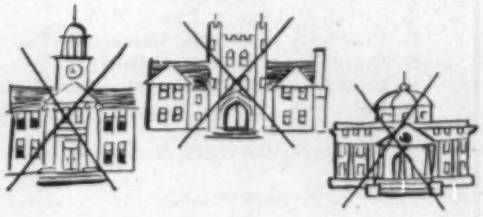
Discuss Your Answers

Look at Question One and consider the fact that while our country has grown in population and status, it has also increased in accidents. In fact, as you found out, if the 1955 accident injury figure were applied to the 1820 population, almost all of the people in the United States would have been injured.

Your answer to Question Two tells you that if all the deaths due to accidents in one year occurred in any one of these well-known cities, it would have been wiped out—*no one left!* How would the total accident deaths for one year affect your town or city population?

Only three of the forty-eight states have more population than the number of people injured in accidents in one year. The major populations of even those three states would be injured if the 9,000,000 figure were applied.

When we think of the universities mentioned in question four, we think of large institutions with thousands of students enrolled. In fact, New York University, University of California, and Columbia University are the three largest universities in the United States. Yet the student enrollment of *all three* of these institutions would be erased if the 1955 accident-deaths figure were applied to the institutions.



Your answer to question five and six should bring the need for safety close to you. There isn't a state in the union that has more students attending secondary school than the number of people injured in accidents in 1955. Twenty of our forty-eight states have fewer secondary students than the number of people killed in accidents in 1955.

What Can You Do?

Do you have a clear picture of the accident problem facing you? What can we do about it? Let's analyze some of the major factors in accident prevention.

Attitude—Look up "attitude" in the dictionary. Discuss it until it has a real meaning for you. Then list at least four words describing some attitudes under each of the following headings—in regard to safety.

Desirable		Undesirable	
1._____	2._____	1._____	2._____
3._____	4._____	3._____	4._____

Knowledge—Look up "knowledge" in the dictionary and discuss what "knowledge" means. Then list at least six areas about which you need to possess knowledge for safe living.

1._____ 2._____ 3._____

4._____ 5._____ 6._____

Habit—Look up "habit" in the dictionary. List at least four "good" and four "bad" habits for safe living.

Good		Bad	
1._____	2._____	1._____	2._____
3._____	4._____	3._____	4._____

Discuss Your Answers

Select a chairman to lead a discussion on the various answers listed in the section above. Some questions you might discuss are:

How do "attitude" and "knowledge" affect "habit"?

How can we plan for a safe school year?

What can we do as a group to make others safety conscious?

Suggested Project

Observe careless behavior in your school, on your school grounds, and in your community. Make attractive posters, with cartoons, listing the most prevalent kinds of careless behavior. Announce in assembly that these posters will be displayed on the hall bulletin boards. Try to emphasize attitude, knowledge, and habit on separate posters. Put attractive captions on the posters, such as: "Do you see yourself here?" "Are you guilty?" "Is this *your* description?"

SEPTEMBER 1956

Senior High School

SAFETY LESSON

Sketch S-0852-A

General Accident Problem

The Next War?

"If we have another war, entire cities will be wiped out." "The next war will cause entire countries to be destroyed." "The atom and hydrogen bombs will exterminate the human race." How many times have you heard statements similar to the foregoing? They are gruesome to think about, aren't they? Perhaps they are true, and perhaps they are exaggerated. The intelligent thing to do, however, is to take first things first. What about our present war? You don't think we have one? Think again!

The Current "War"

People are being killed and maimed daily in our present war. Waging war against a foreign nation with killing, maiming, and destruction of property is bad enough. But it is just as bad when we find people of the same nation killing and hurting each other.

The current war is between accidents and safety. You don't think it's a war? Maybe some research will convince you. The United States has engaged in eight major conflicts. These conflicts were fought with weapons designed to kill people and destroy property. Men were trained to become efficient killers. The major purpose of vast armies of millions of trained men was to kill and destroy. Did the armies achieve their purposes? Were many killed and injured? Find the exact number by using the *Information Please 1956 Almanac*, and filling in the data required in the table in the next column.

Wars	*Length in Years**	*U.S. Battle Deaths*	*U.S. Wounds (not mortal)*
Revolutionary			
War of 1812			
Mexican			
Civil War			
Spanish-American			
World War I			
World War II			
Korean Conflict			
TOTALS			

*Count any fraction of a year as a complete year.

Analyze Your Findings

Now add the total of the "U.S. Battle Deaths" column to the total "U.S. Wounds—Not Mortal" column. The resultant number will give you the total *casualties* for all eight wars. The National Safety Council reports that in the year 1955, 93,000 were killed and 9,350,000 were injured in accidents. Add these two figures to get the total casualties in the Accident vs Safety "War." Now fill in the data required below.

	Number of Years	*Total Casualties*
1955 Accident vs Safety "War"		
All Wars		

Do You Still Think There Is No War?

Prepared by Dr. Vincent J. McGuire, Associate Professor, Continuing Education, University of Florida. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies of this unit, six cents each. Lower prices for larger quantities. Printed in the U.S.A.

Look at the Enemy

In the poster picture at the beginning of this lesson you can see the major forces of the enemy. They are "major" only in the sense that they account for more casualties than do other types of accidents. There are forces not shown in the picture which are just as deadly—especially if *you* are the victim. What about the safety "fence"? Well, it's not a fence in the sense that you can make it out of some materials and pull it around you. It is a fence in the sense that if it consists of the proper attitude, knowledge, and good habits, it will protect you.

Prepare for Battle

Divide into six groups—each group selecting one of the major accident types shown in the poster picture. Each group should make three lists headed "Attitude," "Knowledge," and "Habit," with a "good" and "bad" part to each.

An example of what the group on "Driving" might do is listed below.

ATTITUDE

Good	*Bad*
1. Courteous to others	1. Lose temper
2. Think for others	2. Other drivers are always dumb, etc.
3. Etc.	

KNOWLEDGE

Good	*Bad*
1. How many feet it takes to stop a car going 50 m.p.h. under normal conditions.	1. Don't know state laws.
2. How far your car travels during "reaction time" when you apply brakes.	2. Don't know traffic signs.
3. Etc.	

HABIT

Good	*Bad*
1. Check tires regularly	1. Just drive, never check car.
2. Clean windshield regularly	2. Wave arm out window when not signaling.
3. Etc.	

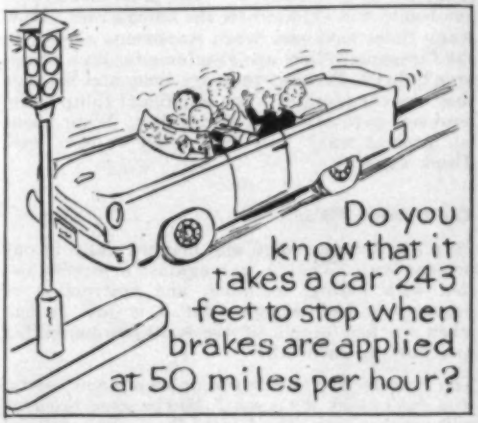
After the groups have had time to make their lists, appoint a student to list all the "good" and "bad" attitude descriptions in two columns on the blackboard. See if the listings apply to all kinds of accidents. Discuss how important attitude is in regard to safety.

Charge the Enemy!

Arrange for an art committee to prepare attractive posters on "attitude," "knowledge," and "habit." Place these posters in conspicuous places and the hall bulletin boards. Prepare a series of each so that each week there will be new ones. Suggestions for each follow.

FOR ATTITUDE:

FOR KNOWLEDGE:



FOR HABIT:

Picture of girl driver waving arm out window saying to companion, "Look at that house," driver in back about to pass, jams on brakes.

Caption: **"Get rid of deadly habits!"**

Think of other ideas for posters that will catch the interest of the student body.

Prepare several four-to-five minute skits on attitude, knowledge, and habit in regard to safety. Include both "right" and "wrong" skits. Practice them in your classroom and improve them through critical evaluation by classmates. Then prepare an assembly program that will explain the poster ideas, and will include the skits.

Wage an All Out War Against Accidents!

Southern Youth *Speaks for Safety*

Southern Safety Conference school, home, farm meetings again devoted to youth, with impressive results.

THE fact that many of our young people are interested in learning more about safety problems, and are willing to join hands to improve safety conditions, was again borne out by their impressive contributions in connection with the School, Home, and Farm Section meetings of the Southern Safety Conference, which met in Atlanta, Georgia, early this year. For the second time, this Section of the Conference was devoted to the activities of youth and to further encourage their continued efforts in the program of accident prevention.

Almost 300 high school students, representing the 14-state area of the Conference, were on hand for the entire two-day meeting, which met in Atlanta March 5 and 6. The General Session held each morning was devoted to the presentation of various phases of the youth safety program, with high school students assuming the leading parts in skits and discussions.

Mrs. Bernice McCullar, Chief, Information Service, Georgia Department of Education, in speaking before the Section, discussed the topic *Looking At Ourselves in Safety.* She pointed out that ". . . young people have not been helped to achieve maturity, which includes a sense of responsibility." What can we do about this? she asked. Her suggestions: "First, be sure you are mature yourself. Try to understand yourself better, and then you can help others . . . You, yourself, are a vital influence on some people in your school. Count on this personal influence. Use it to change attitudes, to help the immature to become more mature. Your own attitude—that recklessness is kid stuff, that really fine people have a sense of responsibility toward others—this will slowly produce results in changed attitudes on your campus."

"Making Our School Safe" was the topic discussed by a group of students from a Tallahassee, Florida, high school. These youngsters pointed out the problems of safe living in the school, and then offered suggestions as to how Student Councils might cope with these specific problems. Other groups discussed the parts they could play in making their communities, their farms, and their homes safer.

On the first afternoon of the Conference, delegates were divided into groups with adult and youth leaders serving as leadership teams. Various accident problems were discussed and worthwhile recommendations developed.

The second afternoon session was devoted to youth organizations. Frank Lowrey, director of field services, Inter-Industry Highway Safety Committee, addressed the group on a *Resume of Youth Organizations, and Plans and Objectives for the Future—Nationally and Regionally.* Representatives of several state youth safety organizations told what their organizations are doing to promote safety●

By Forrest Gaines
Supervisor, Safety Education
Louisiana Dept. of Education
Baton Rouge, Louisiana

400,000 children get safety pamphlets

Some 400,000 pamphlets, published by the Maryland Law Enforcement Officers, Inc., were distributed to children in the public and parochial schools of Baltimore last spring, admonishing them to stay away from strangers who offer them rides, money or candy.

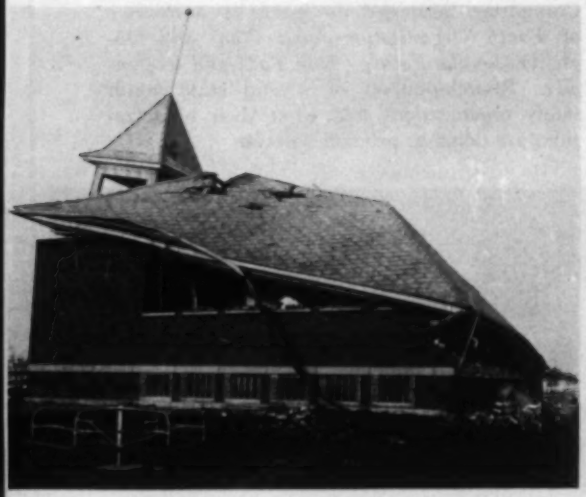
The pamphlets also warned children against going with strangers who ask for directions, or offer a job with pay.

"We learn to trust people slowly, and trust them only when we know them well. Children should let their parents help them choose their friends. The police officer is your friend. If any stranger tries to join in your play, or coax you to disobey any of these rules, always report it to your friendly policeman, or ask someone to report it to him," the booklet continues.

19 narrowly escape tornado . . .

A rural teacher's quick thinking saved herself and 18 pupils from death last spring when a tornado struck their school building in Manawa, Wisconsin (see picture below). Minutes before the wind crumpled the building, the teacher, Mrs. Alfred Wilie, herded the children to the basement. She had had no tornado warning but became alarmed when the winds became very strong and the electric lights went out. In the basement, said Mrs. Wilie, she and the children listened to the timbers crashing and the windows breaking as they huddled against the west wall. Coming out after the storm, she was "weak" when she saw the destroyed school, sent the children safely home in cars rounded up from nearby farms.

Tornado wrecked this school building near Manawa, Wisconsin, but 19 were saved. (See story above).



BULL

training kit uses real signals . . .

A traffic safety training kit for schools has been developed by JWK Industries, Douglassville, Pennsylvania.

The kit contains a remote-control electric traffic signal with red, amber and green lights, blinking red and amber lights and a turn arrow.

Four copies of the "Signs of Life" in fluorescent colors and a model railroad crossing gate are included in the kit, plus a testing course for bicyclists, tricyclists and skaters.

NSC'S *Accident Facts* published . . .

Accident Facts, the official National Safety Council booklet of accident statistics throughout the nation is available now. You may secure a copy by sending one dollar in cash, money order or check to the Order Department, National Safety Council, 425 North Michigan Avenue, Chicago, Illinois.

Pennsylvania teen-age accidents cut 66%

A Pennsylvania driver education study indicates that the program has cut the state's teen-age accident rate 66 per cent, according to Ralph C. Swan, acting superintendent of the Department of Public Instruction.

The driver education study was made by the Pennsylvania Department of Revenue and the Department of Public Instruction. Some 3,000 boys and girls from 16 to 18 years old, who had obtained their driver's licenses in 1950, were studied. Half of them had received no formal driver education, the other half had received instruction in driver education classes.

There were 2.7 accidents per 100 operators in the trained group and 8.1 accidents in the untrained group. There were only 1.1 arrests per 100 trained operators compared to 5.7 arrests in the untrained classification.

Congress acts on refrigerators . . .

In the closing days of sessions, Congress passed a bill requiring that all refrigerators shipped in interstate commerce be equipped with inside safety releases. President Eisenhower approved the bill a few days later.

SIGNALS, STATISTICS, S-D DAY

S-D Day postponed . . .

S-D Day, held the past three years in December, has been postponed until sometime in 1957, the Advisory Council of the President's Committee for Traffic Safety has announced. The S-D Day campaign, a nationwide safe driving campaign, may be held next spring, 1957, it was announced.

Reason for the postponement was to permit more study by a committee of the advisory council as to how a special emphasis program such as S-D Day can best be related to the basic purpose of the President's Committee. This basic purpose is to encourage the formation and strengthening of state and local citizen safety organizations working to apply the known techniques of traffic safety as set forth in the Action program of the Committee.

A holiday hazard campaign will be conducted next December by the National Safety Council.

NSC Prices, Dues To Go Up

(Continued from page 26)

istrative detail with respect to application of the member discount. Executive Vice President G. C. Stewart has stated that, although the exact date for initiating the new single price list cannot be determined at this time, it will be about January 1, 1957. In the meantime, prices to members will continue as in the present Service Guides.)

Action Four: to authorize immediately, and continuing until the new single price list becomes effective, the sale of materials to nonmembers at Government prices, as quoted in Service Guide 2.1F.

Action Five: the Board authorized the immediate lifting of all restrictions on the purchase and redistribution of Council materials, except that individual members be not allowed to purchase quantities of employee safety materials at member prices.

These last two actions, as indicated, became operative immediately upon action by the Board.

A miniature intersection helps these kindergarteners in Cedar Rapids, Iowa, practice and learn their safety rules. At left is Officer George T. Davis of the Cedar Rapids police department, who spends his entire staff time going to schools to demonstrate safety rules through talks, lessons and films to children of all ages. Officer Davis also supervises the school safety patrol in Cedar Rapids.

SAFETY PATROL

RAINCOATS

1 With Distinctive PATROL EMBLEM

High Visibility YELLOW Rubber Raincoats with Matching Cape Cap. Completely Vulcanized and 100% Waterproof. Attractive Safety Patrol Emblem on Coats (as pictured) lends Distinction and Authority. Sizes 12 to 20.

• PATROL SUPPLIES
Patrol Badges, Belts, Armbands, Flags, Headwear, Footwear.

• CROSSING GUARD
Raincoats, Stormcoats, Headwear, Belts and Badges.

Samples on Request

WRITE FOR SAFETY PATROL BROCHURE

Conney Products Co.

FOND DU LAC, WIS.

Playground Problem *(Cont. from page 15)*

School Committee. The recommendations which follow are submitted for your earnest consideration.

"Very truly yours,
(Signed by the officers of the Kirtland P.T.A.)"

The committee thought general recommendations should be stated clearly, so a list of recommended improvements was included in the report, listing types of new equipment desired, grading, surfacing and fencing we wanted.

The booklet was sent to the school committee, who, after approving and acting upon the recommendations, sent the report to the Department of Public Works.

It has taken us nearly two years to get things as we wanted them, but this fall when the children return to school, it will certainly be worthwhile. An attractive, adequate and safe playground, shining with new equipment, will greet them. Teachers will plan exciting new games, imbued with new enthusiasm now that they have a workable playground.

This goes to show what an alert, interested P.T.A. can accomplish with slight direction from the school principal. We're proud of our Kirtland P.T.A. Don't you think they deserve it?

Ideas Await You In Chicago

(Continued from page 13)

year's Congress. Keeping pace with the rapidly expanding field of safety in colleges and universities, sessions devoted to safety programs in this area will be conducted for three full days starting Tuesday morning.

Driver education teachers will find sessions of specific interest to them on Wednesday evening and all day Thursday, with a joint session with the college and university group on Thursday afternoon. More about these two areas of safety education will be explained in next month's issue of SAFETY EDUCATION.

From first to last, Congress Week will be an experience you will not want to miss. Make specific plans now to attend. Reservations should be secured right away. More than 12,000 delegates will be in Chicago during that week attending safety sessions, so make sure you have a room reserved for yourself by sending in your reservation now. Blanks may be obtained from the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.

And mark the week of October 22-26 on your calendar. You'll want to be in Chicago at the Morrison Hotel!

for

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

2¾" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen ..... $5.00 Lots of 50.....28c each
Lots of 25 ..... 30c each Lots of 100.....25c each

SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL." Per dozen.....$6.00 Less than dozen.....$1.00 each

Write for our Safety Patrol Circular
OUR RECORD 56 YEARS

AMERICAN BADGE COMPANY
129 West Hubbard, corner La Salle, Chicago 10, Ill.

"PARKING IS NOW TAUGHT IN THE CLASSROOM"

A 16 mm sound film specifically designed to teach students the ABC's of parking correctly. It does this simply and easily, with the result that many students are able to park in their first attempt.

Some of the features portrayed in the film are: (1) a full classroom demonstration; (2) a complete street demonstration and (3) the proper use of a modern Portable Parking Board. Every driving instructor will appreciate a print of this easy-to-understand film for his school. Educators rate its teaching value highly.

16 mm Sounds - $50.00
(Running time 11 minutes)
Also Available on a Rental Basis

We are the distributor of the Parking Board

BOND SAFETY PROJECTS
Room 101, 542 Calle Santa Rosa Palm Springs, Cal.

Views AND REVIEWS

• • • SAFETY TEACHING AIDS

Safety Education, **by A. E. Florio, Ed. D., and G. T. Stafford, Ed. D. McGraw-Hill Book Co., Inc., New York, N. Y., 1956. 327 pages. $5.50.**

Every safety educator will find *Safety Education,* new book written by Dr. A. E. Florio and Dr. G. T. Stafford, a genuine pleasure.

The book is attractively cloth bound in black cover with gold lettering. Clear print makes it easy reading. Drawings and charts serve as helpful corollaries to the material presented. A list of visual materials is included.

In Part One, with fine presentation of the scope and methods of safety education, the need for this subject in the school curriculum is emphasized, plans for a total school program are suggested. Such plans not only include methods of teaching safety but psychological considerations, a safe school environment and liability for school accidents.

Student teachers will receive much value from the discussion on the school safety program. The needs and problems are presented with units and subject matter suitable for each grade level. Direct teaching, correlation and integration are suggested as three basic methods of effective instruction. Proper consideration is given to the legal aspect of safety.

In Part Two, each of the eight chapters is devoted to a different area of safety: pedestrian, bicycle, driver education, farm, fire, vocational and physical education. Under each area, five topics are given extensive discussion with much factual information. These are *objectives, achieving the objectives, evaluation, learning experiences* and *references.* Tests, inspection reports, check sheets and charts are included.

The importance of the opportunity for student participation in developing programs, procedures and policies in safety education was emphasized. The responsibility of the individual teacher to his students is stressed.

The book's meaningful vocabulary and excellent presentation of school, home, and community safety make it an ideal text for college level. It is a complete and comprehensive study. The professional and educational approach to the safety problem is good.

With its simplicity of style, wealth of up-to-date information, accuracy of details, handy size, this book merits an extremely high rating●

By Virginia M. Wheeler
Supervisor, Safety and School Lunch
Louisville, Ky., Public Schools

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Traffic Safety Training Kit:** A traffic safety training kit to assist the nursery and elementary grade teachers in the instruction and demonstration of pedestrian and traffic safety is described in this brochure. The kit includes an Electric Traffic Signal, "Signs of Life," Railroad Crossing Gate, Olympic Course, and safety training suggestions, a helpful booklet written to assist the instructor with outlines of typical safety activities organized around the traffic safety training kit. J W K Industries, Inc.

2. **Safety Patrol Equipment:** Twelve-page two-color catalog describes belts, caps and helmets, patrol badges, raincoats, capes, warning signs, and other safety equipment that promotes safety. Graubard's, Inc.

3. **Playground Equipment:** Catalog illustrates company's line of playground, swimming pool and dressing room equipment, etc. Complete specifications given. American Playground Device Co.

4. **Floodlighting Poles:** Catalog No. 87 contains detailed information on tapered steel and aluminum Monotube floodlighting poles designed for use in lighting outdoor sports and other activity areas. Easy-to-read diagrams show installation and mounting details; numerous illustrations show a wide range of Montotube application. Union Metal Manufacturing Co.

5. **Safety Patrol Clothing and Equipment:** Bulletin describes and features a safety patrol raincoat with Scotchlite school patrol emblems. Also featured are emblems, arm bands, uniform caps, patrol belts, patrol flags, etc. Conney Products Co.

6. **School Furniture:** Fifteen-page catalog illustrates company's line of school furniture. Shown are: the Uni-Desk designed to meet all requirements of the modern classroom; table-desks and chairs, chair-desks, table-arm chairs, classroom-kindergarten-cafeteria tables, all-purpose chairs, and auditorium chairs. Complete specifications included. Irwin Seating Co.

SAFETY EDUCATION SEPTEMBER, 1956

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6
☐	☐	☐	☐	☐	☐

Name.....

Title.....

School.....

Address.....

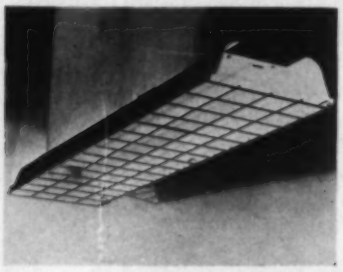
City.....

New Products

Schoolmaster Bus

Passenger safety and comfort, bus operating economy, are design features of the new International Model S-163 Schoolmaster Bus, one of a series of school bus chassis in the recently announced International "S Line." Schoolmaster chassis have added margins of protection built into frames, drive line units, axles, brakes, and springs to meet all established standards for school buses, and exceeding most. The Model S-163, with 42, 48, or 54-passenger bodies, is available in 172, 190 or 220-inch wheel base and is powered by the 140-horsepower International Black Diamond 264 engine that comes optionally equipped for operation on LP gas. The International S Line ranges in GVW ratings from 4,200 to 33,000 pounds and includes four and six-wheel conventional and specialized models.

International Harvester Co. (Item 1)



Fluorescent Light Guards

Designed especially to permit use of fluorescent lighting in school gymnasia and special industrial applications, this welded wire guard combines lightweight and strength to meet safety regulations. The guard requires no screws or other hardware for installation. Three retaining hinges clamp the guard firmly over the flanged edge of the reflector. On the opposite side, two wire clamps are easily released for bulb replacement.

E. H. Titchener & Co. (Item 3)

Safety Cushion School Mat

Impressed by the urgent need to reduce the possibility of serious injury to children using playground equipment, the manufacturer has designed and manufactured a safety cushion school block of sturdy, black, resilient rubber cushioning material to accomplish the desired results and also withstand varying temperatures, sunlight and weather-aging and retain original softness. Individual blocks measure approximately 24 inches by 24 inches and are a full one inch thick to afford maximum resiliency. The cushion matting can be installed by school maintenance personnel and upkeep is negligible.

The R. L. Mitchell Rubber Co. (Item 2)

Cutting Boards

New safety and convenience have been built into the 15", 18" and 24" all-metal cutting boards according to manufacturer. The metal cutting boards feature, in addition to the exclusive "holdown" construction, such advantages as a precision ground hardened steel blades, plated against rust and corrosion which assures long life and accurate cuts; blades which can be removed for sharpening; a polished aluminum adjustable cutting guide which assures perfect cuts instantly; accurate vertical and horizontal lines scored into the face of the board for consistent and correct alignment; and the balanced non-drop knife held open by spring tension to prevent accidents, leaving both hands free for work.

Photo Materials Co. (Item 4)

SAFETY EDUCATION **SEPTEMBER 1956**

425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

1 2 3 4

Name .....

Title .....

Address .....

City .....

State .....

DIAGNOSIS: knife wound in the heart

UNDER THE blazing blue sledge hammer of a Chicago heat wave, the cramped, makeshift operating room shimmered like an oven, reeking of ether and carbolic. Six sweat-drenched, frock-coated doctors huddled in fascination, watching deft hands reach into a human chest and expertly stitch up a fluttering wound in the redness of a pulsing heart.

Would he live? The surgeon mopped his brow and hoped. The year was 1893; the operation, fantastic.

Live? Yes, he would live for many more years, thanks to the skill and courage of Dr. Daniel Hale Williams.

Abandoned as a child, Williams, a Negro, had struggled hard for an education. Now only 37, he had already founded America's first interracial hospital, Provident. And here he had just performed the first of the pioneering operations that would mark him as one of our country's great surgeons.

Sensitive and brave, Daniel Hale Williams was blessed with an abundance of the same urge to help his fellow man that binds and strengthens Americans today.

And it is these strong, unified Americans who are our country's real wealth—the real backing behind our nation's Savings Bonds. In fact, they're the true reason why U. S. Savings Bonds are considered one of the world's finest, safest investments.

For your own security—and for America's —why not invest in Savings Bonds regularly? And hold on to them!

It's actually easy to save—when you buy Series E Savings Bonds through the Payroll Savings Plan. Once you've signed up at your pay office, your saving is done *for you*. The Bonds you receive pay good interest—3% a year compounded half-yearly when held to maturity. And the longer you hold them, the better your return. Even after maturity, they go on earning 10 years more. So hold on to your Bonds! Join Payroll Savings today—or buy Bonds where you bank.

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THEME: *Achieving Safety Education for Children and Youth in School, College, and Community*

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